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ABSTRACT

SHAPES--an acronym for the South Plains Child Care Management Services (SpCCMS) Helping, Assisting and Preparing Educators and Staff--is also the name of a preschool readiness curriculum that is being developed for use by administrators and teachers. The first phase of the curriculum development consists of the publication of five books to be used in training teaching staff. The present curriculum guide for day care centers is the third book in the series. Chapter 1 of the guide describes an approach to curriculum activities that requires teachers to design tasks that focus on children's individual needs within a unit structure. Chapter 2, which consists of lesson plans for a 6-week curriculum, is divided into six thematic units: (1) body parts; (2) family and friends; (3) autumn; (4) home; (5) animals; and (6) Halloween. A total of 124 suggested activities related to the lesson plans are listed in Chapter 3. The activities address children's physical, creative, cognitive, language, and social development. Chapter 4 offers curriculum suggestions concerning dramatic play; block play; the use of toys; and activities involving art, books, and music. Additional tips for curriculum development are suggested in Chapter 5. Blank lesson plans and activity sheets for teachers' use are appended. (BC)

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A Beginning Curriculum:

The first six weeks

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SHAPES

A BEGINNING CURRICULUM: THE FIRST SIX WEEKS

By

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Summer 1991

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PREFACE

SHAPES is an acronym for the **S**outh Plains Child Care Management Services (SpCCMS) **H**elping, **A**ssisting and **P**reparing **E**ducators and **S**taff. The SHAPES acronym also names this preschool readiness curriculum, which is being developed annually in phases for use by administrators and teachers. Phase I consists of five books to be used in the training of the teaching staff. It can be used by the teachers for referencing appropriate child care practices and curriculum, and for developing the first six weeks of lesson plans.

A Beginning Curriculum: The First Six Weeks is number three in the five-book series. This book is a guide to curriculum materials and activities, and assists planning for developmental differences in children. It includes six weeks of SHAPES Lesson Plans with accompanying SHAPES Activity Files. The last section includes curriculum suggestions for infants, toddlers, and school-age children.

SHAPES curriculum books published for Phase I include not only *A Beginning Curriculum: The First Six Weeks*, but four others: *A Quick Study: Child Growth and Development Handbook; Guidance Concerning Minimum Standards; Environments That Make a Difference;* and *Training with the Trainer's Manual.*

Acknowledgments

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CHAPTER 1

Approach to the Beginning SpCCMS Curriculum

Introduction to Curriculum

As day care expands in America, more training is needed in creating developmental programs for children. Teachers need organized guides for their planning process. A guide to curriculum materials and activities which allows for developmental differences in children helps teachers meet the needs of all students.

Ideally, an assessment of each child to be taught would be analyzed by curriculum experts. They, in turn, would guide the teachers in planning experiences developmentally appropriate for the individual children.

Today's massive enrollment of preschool children into day care and older children into after-school programs has dictated a need for some very simplistic guidelines for the children's daily teachers. Lack of financial resources and rewards has resulted in large numbers of child caregivers entering the day-care scene with little or no formal training relating to the development and utilization of curriculum.

Curricula range in sophistication from an in-depth program to a basic survival kit approach. The in-depth program would provide for prescriptive teaching, starting with existing skills observed by the teacher and continuing with a progression of small steps ensuring success with each child. The basic survival kit approach includes, by design, the accepted curricula parts ensuring adequate activities for all children in a menu-driven format. One level of curricula provides individually prescribed component parts, often known as individual educational plans; whereas the latter, such as SHAPES, ensures that basic curricula includes:

1) major goals and learning objectives,
2) direct teaching experiences,
3) styles of learning adaptations,
4) environmental structure (suggested surroundings),

5) reinforcement,
6) use of learning materials, and
7) meaningful curriculum.

This basic curriculum is a good point for the minimally trained individual to begin a career as a day-care teacher.

What is Curriculum?

A curriculum arranges time, materials and tasks. Ideally, the environment is structured to meet the individual needs and developmental levels of each child. As teachers become better trained, this can become a reality. In the interim, a basic format is followed with each teacher being aware that all children mature at different rates and have varying personalities from birth. SHAPES is a curriculum which provides for:

1) individual lessons with all instructional objectives, teaching materials and daily work stored in a separate box for each child;
2) the unit approach, which focuses on the common characteristics and needs of children in teaching units of work such as Pets or Halloween; and
3) a combination of both the unit approach for a portion of the day, and time alloted for individual lessons during another portion of the day.

The curriculum may be developed entirely around unique characteristics and individual needs, or, through a unit topic approach, it may incorporate both individual and common characteristics of children.

The approach to curriculum activities suggested in this guide requires the teacher to design tasks and materials which focus on individual needs within the unit structure. While teaching the unit concept Autumn, for instance, the teacher presents tasks for the children which differ from one child to the next, and expects each child to respond at his own level of development. Whatever approach is chosen, a good curriculum is one which individualizes activities and is designed to get active responses from all the children.

What is the Curriculum Development Process?

Teaching and learning are the outcomes desired by the creators of a challenging curriculum. A curriculum that is designed to give ample opportunities for learning ensures success and growth for both the teacher and child.

The following checklist consists of a series of questions that are helpful in designing a curriculum. As teachers expand the units of SHAPES, they will want to use this checklist.

CURRICULUM DEVELOPMENT CHECKLIST

Questions	Yes	No	Comments
1. Have you assessed the entry behaviors in each area of development when the child comes to you?			
2. In determining long-range objectives, have you determined what the child will be able to do after you teach in a particular area of development?			
3. Do you know what skills must be learned for instructional objectives to be met?			
4. Do you know how and when to sequence instructional objectives so that the child will have success moving from step to step in the process?			
5. Have you planned to teach the easiest first?			
6. Have you gathered essential materials?			
7. Have you individualized tasks?			
8. Do tasks require active responses from the child?			
9. Have you taught the child an attention-getting signal?			
10. Do you know how to begin presentation of material after getting her attention?			
11. Will you know when he has met the objective?			

Questions	Yes	No	Comments
12. When you present material, do you plan to test it out?			
13. Have you planned to help children make correct responses by prompting and/or modeling when necessary?			
14. Are you prepared to reward appropriate responses immediately?			
15. Are you prepared to correct inappropriate responses immediately?			
16. If a child cannot meet the objectives, are you prepared to change them to ensure immediate success for the child?			
17. Are the materials you have chosen conducive to learning?			
18. Do you need to change the teaching routine and materials but stick to the present objective?			
19. If a child is not doing or saying something, are you prepared to restructure objectives and activities?			
20. If a child is rapidly completing activities and becomes restless, are you prepared to enhance the learning routine?			

Teachers who can truthfully answer all questions with a YES are ready to teach young children and to expect maximum success. Time, training, practice, interest and commitment to teaching will help the teacher overcome any problem areas. The comment section is a good place to write down "how-to's" and/or "how to correct" ideas to later share and compare with the supervisor or a colleague.

Designed as the Beginning

SHAPES is an acronym for **S**outh Plains Child Care Management Services (SpCCMS) **H**elping, **A**ssisting, and **P**reparing **E**ducators and **S**taff. The SpCCMS curriculum is very basic in design and contributes to any program by having curriculum materials and guidelines in place from the beginning. The SHAPES model assists administrators and directors by encouraging teaching staff to learn how to develop and use curriculum. SHAPES is written to prepare new teaching staff who have had very little formal training, experience and education in child development. Educators and staff have an introductory curriculum that is based on appropriate child development scales and practices.

SHAPES is designed to produce various phases of curriculum development. As with most quality curricula designed and written for specific regions, a survey of the needs was made prior to the laying out of the format. Based on the findings, the first phase of SHAPES offers five books, packaged as Phase I Series.

- *A Quick Study: Child Growth and Development Handbook*
- *Guidance Concerning Minimum Standards*
- *A Beginning Curriculum: The First Six Weeks*
- *Environments that Make a Difference*
- *Training with the Trainer's Manual*

SHAPES, as presented in this Phase I package, is an effort to enhance teacher confidence in leading daily activities with children. These books provide basic concepts that can be used for further training and practice. SHAPES is designed for several phases of expansion that will lead to a full-year curriculum based on units appropriate for SpCCMS child care.

Survival Units

Six weeks of units with daily lesson plans and explicit activities are designed to encourage teachers to organize the resources needed for a smooth program operation. The units are not designed as the ultimate in child care but present a basic format that any teacher can use for survival in the first six weeks of the program year.

Quality curriculum will develop from using these simple daily lesson plans as guideposts. These units interweave the following skills as instructional objectives throughout the program:

- receptive and expressive language,
- gross and fine motor,
- cognitive,
- pre-writing,
- self help, and
- socialization.

Ideally, the functional levels of the children and the specific instructional objectives will determine the choice of activities. However, for SURVIVAL purposes, the activities were chosen to best meet a wide range of children's cognitive, emotional, social and psycho-motor needs. Even though the theme unit lesson plans may appear generic, they are based on sound knowledge of early childhood principles and practices.

As you will discover, the theme units are based on topics for each day. For example, when studying the theme of Halloween, the daily topic might be "pumpkin." Also note the manner in which activities during the day center around "pumpkin." Research data clearly delineates the positive value that repetition and a variation of experiences with a concept or object have on learning. The correlation of all activities around the concept in the group lesson is a major emphasis within the curriculum guide.

Within the theme unit lesson, children will respond according to their individual needs. Based on observation of skill levels, the teacher will determine the sequencing from lower to higher skill levels.

Based on the knowledge of the developmental patterns typical of young children in the preschool years, "active learning" as an educational approach has been formalized and widely accepted by curriculum practices. By active learning, we mean learning that is initiated by the learner rather than "handed down" or "transmitted" by the teacher.

For an activity to be judged active, it must include five key ingredients.

- Materials – A variety of interesting materials are readily accessible to children.
- Manipulation – Children are free to handle, explore, and work with the materials.
- Choice – Children have opportunities to set their own goals and select materials and activities.
- Language from the children – Children talk about what they are doing and what they have done.

- Support from adults – Adults encourage the children's efforts and help them extend or build upon their work, by talking with them about what they are doing, by joining in their play, and by helping them solve problems that arise.

The Free Play Time throughout the units is clearly based on this High/Scope premise. As the SHAPES curriculum evolves from the survival stages, it will draw from some of the best of research-supported curricula available and develop into a format best fitted to the needs of young Texans.

Teachers with Minimum Training and Planning Time

It is next to impossible in even the most resourceful and well-planned early childhood centers to have adequate teacher-planning time. Day care center teachers who must care for children during full-day activities often find it difficult to find quality planning time. All too often, planning becomes a part of children's nap time, which is acceptable. Although teachers typically utilize this quiet time and other quasi-teaching time to plan and prepare the next day's activities, these times are not recognized as ideal planning periods. SHAPES will assist in reducing the time it takes to organize materials and, therefore, will be an efficient aid in time management.

Training on how best to use SHAPES will further assist those teachers wanting to use the curriculum. Those desiring to use it as a basic tool and to continue to enrich their program by activity files and learning center development will be well on their way to becoming teachers with quality skills. Training in the first phases of the SpCCMS is designed to address the most basic needs of teachers who have little or no training.

Key Learning Concepts and Activities

SHAPES was designed around key-concept experiences for children in self-help skills, language development, logical reasoning and emotional support opportunities. These key concepts encompass safety standards, health-promoting habits, appropriate learning environments, physical development, cognitive activities and social/emotional guidance.

Activities that occur repeatedly are related to themes and topics using the following child center and developmentally appropriate learning experiences. Vocabulary development is often introduced through theme experiences that include classification, seriation and number activities. Repetition and recitation of specific information within a framework of time and space ensure advancement of the child's knowledge. The following types of activities are encouraged in the SHAPES curriculum.

- Exploring actively with all the senses
- Discovering relationships through direct experience
- Manipulating, transforming, and combining materials
- Choosing materials, activities, and purposes
- Acquiring skills with tools and equipment
- Using the large muscles
- Taking care of one's own needs
- Talking with others about personally meaningful experiences
- Describing objects, events, and relationships
- Expressing feelings in words
- Having one's own spoken language written down by an adult and read back
- Having fun with language: rhyming, making up stories, listening to poems and stories
- Recognizing objects by sound, touch, taste, and smell
- Imitating actions and sounds
- Relating pictures, photographs, and models to real places and things
- Role-playing, pretending
- Making models out of clay, blocks, etc.
- Drawing and painting
- Observing that spoken words can be written down and read back

- Investigating and labeling the attributes of things
- Noticing and describing how things are the same and how they are different; sorting and matching
- Using and describing something in several different ways
- Distinguishing between "some" and "all"
- Holding more than one attribute in mind at a time
- Describing what characteristics something does not possess or what class it does not belong to
- Comparing along a single dimension: bigger/smaller, heavier/lighter, rougher/smoother, louder/quieter, harder/softer, longer/shorter, taller/shorter, wider/narrower, etc.
- Arranging several things in order along some dimension and describing the relationships (the longest one, the shortest one, etc.)
- Fitting one ordered set of objects to another through trial and error
- Comparing number and amount: more/less, same amount
- Arranging two sets of objects in one-to-one correspondence
- Counting objects
- Fitting things together and taking them apart
- Rearranging and reshaping objects (folding, twisting, stretching, stacking, tying)
- Observing things and places from different spatial viewpoints
- Experiencing and describing relative positions, directions, and distances
- Experiencing and representing one's own body
- Learning to locate things in the classroom, school, and neighborhood
- Interpreting representations of spatial relations in drawings and pictures
- Distinguishing and describing shapes
- Stopping and starting an action on signal
- Experiencing and describing different rates of speed
- Experiencing and comparing time intervals
- Observing seasonal changes
- Observing that clocks and calendars are used to mark the passage of time
- Anticipating future events verbally and making appropriate preparations
- Planning and completing what one has planned
- Describing and representing past events
- Using conventional time units in talking about past and future events
- Noticing, describing, and representing the order of events

What Theme Units Provide

The theme units follow a pattern by repeating daily the following major planning components:

- Welcome,
- Sharing Time,
- Large Group Time,
- Free Play Time in the Learning Centers,
- Outdoor Play,
- Special Group Learning Activities,
- Story Time, and
- Small Group Time.

Throughout the day, transitions should be made from one activity to another. These transition times also may be used as breaks for toilet and cleanliness needs. Snacks are scheduled for twice a day, and lunch is served near the noon hour.

Understanding and implementing each of the major planning components comes with training, practice and interest. Each major planning component provides various opportunities for learning and fun.

Welcome and Sharing Time

The welcome and sharing time represents a prime opportunity to:

- communicate with parents as they bring children to the program;
- get to know and assess children's development;
- expand, introduce, or review the theme and topic;
- practice for reinforcement and recall; and
- make each have day a pleasant beginning.

Large Group Time

All the children come together to enjoy and learn important things during large group time.

- Vary traditional songs with new themes or topics (i.e., activity file has many songs).
- Teach traditional children's songs and sing one or two daily.
- Plan weekly for gross motor activities to use here and in outdoor play.
- Introduce new units or concepts with a sense of drama.
- Give special announcements or daily reminders as necessary.
- Present fingerplays, flannel board stories and other fascinating visual aids.
- Produce other entertaining and learning events.

Free Play Time in the Learning Centers

Children use a brief planning period with the teacher to select from one of the interest areas: art, blocks, library center, table toys, housekeeping, sand and water, and science and nature. Their choice will be the area where their work takes place. Play and work are used interchangeably throughout SHAPES. Maria Montessori defined play as a child's work. In observing children, adults gain an increased appreciation for the diligence, persistance and interest that evolve in the Free Play period.

The teacher will encourage children in decision-making that distributes them to the various learning centers daily. Her repertoire of theme and topic development coupled with their interests, developed and lacking, will be interrelated factors in setting their learning center priorities.

The children's photographs taken on the first day and framed in plastic picture-holder key rings will be distributed to the children as they tell the teacher what they have chosen to work on during the Free Play period.

As their decisions are made, they will hook the key ring on the hook provided in front of each center. If the teacher wants only four children in the Art Center, he will have four hooks out on the center sign.

The necessity for a teacher to maximize learning experiences planned for the children during Free Play will be discussed in more detail in Phase II of SHAPES.

Outdoor Play

Children will have the opportunity to randomly select from a wide variety of outdoor toys and equipment. Standard items and activities include safe climbing structures, wheel toys, sand and water play, woodworking, and gardening. Child-initiated games become everyday activities if the environment and the teaching atmosphere are appropriate.

To best develop themes and their topics, an array of special outdoor events, games and direct learning experiences permeates the SHAPES curriculum. More about appropriate environments for both learning centers and outdoor play is discussed in the SHAPES manual *Environments That Make a Difference.*

Special Group Learning Activities

Throughout SHAPES Theme Units, various special learning activities are suggested to ensure the teaching of basic concepts and these learning/pre-learning skills and abilities. These activities teach how to:

- match concrete objects,
- discriminate between objects,
- locate objects,
- match pictures,
- discriminate between pictures,
- discern figure-ground,
- formulate visual capsule,
- identify basic functions,
- make associations,
- imitate verbalizations, and
- assign labels (form generalizations).

Each of these skills and abilities may be taught directly and indirectly through art, snacks, exercises, games, story telling, and music. Furthermore, the activities reinforce the development of self-concept.

Story Time

Language development occurs during story time, a cognitive learning experience. The stories reinforce Theme Unit Concepts by incorporating a variety of objects and characters relating to the Theme Unit topics into positive, moral development and specific relationship situations. Fingerplays and stories told on flannel boards, if planned well, are effective techniques to incite and hold children's interest.

Story time is frequently suggested prior to nap or quiet time as a transition for the children from active to restful states. However, more stories, fingerplays and flannel board stories should be incorporated throughout the daily curriculum to introduce and emphasize various points.

Children should hear, read, and re-read a series of classics. This repeated experience builds a wide range of recall and selectivity skills, and provides a basic cultural foundation of knowledge.

Small Group Time

- Small groups are designed to improve specific skills and to involve all children.
- Small group time allows special interest groups to learn new details or complete projects in the late-day period.
- Teachers can effectively use small groups to try out new ideas prior to spending elaborate planning and preparation time for a large group.

The teachers work through the SHAPES lesson plans by using the Activity File found in Chapter 3 of this book. Each activity has been written to accomplish specific objectives. Each activity is denoted as best suited to indoors or outdoors or both. Suggestions for the number of children, time span and target ages give some guidance for planning.

Activities accommodating many developmental areas at one time are grouped on the Activity Files as follows:

SHAPES Activities for
- Large Muscles
- Small Muscles
- Your Own Activities

Creative Activities
- Art
- Blocks
- Dramatic Play
- Music
- Your Own Activities

Cognitive Activities
- Science and Nature
- Numbers
- Story Time
- Shape, Size and Color
- Five Senses
- Your Own Activities

Language Development
- Conversation
- Learning New Words/Concepts
- Story Development
- Your Own Development

Self-Concept/Social Development

- Build Self-Confidence
- Increase Social Awareness
- Handle Peer Relationships
- Share with Others
- Learn Group Play
- Practice Social Transitions

Each SHAPE activity is described and the materials are listed as needed.

Expand and Adapt SHAPES

Remember, SHAPES is being developed in phases. Phase I suggests only five themes and units for the first six weeks of preschool. In an expanded curriculum, some of these units would be lengthened (i.e., Body Parts: Getting to Know Me!, Autumn, Where I Live, Animals and Halloween). These particular themes were chosen in order to give teachers an idea of which units should be developed in the early months of the program.

It is recommended that the teacher:

- expand the activity files;
- rearrange the daily schedule to fit the center;
- include more transition times; and
- change planning components, time arrangements, to best fit the center's hours.

The items of selection and time variances were chosen based on research and respected curriculum known to work. However, SHAPES should be improved by adding and altering according to the needs of each unique center.

CHAPTER 2

Theme Units - The Six-Week Curriculum

SHAPES Lesson Plans for Six Weeks

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month	September
Week	1
Day #	1
Weekday	Monday

THEME: **Body Parts: Getting to Know Me!**

GOAL: **TO TEACH CHILDREN ABOUT PARTS OF THEIR BODIES, TO ENHANCE SELF-CONFIDENCE AND SOCIAL ADJUSTMENT**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		To ease transition to school
	Small Group Time		
	Getting to Know Me! Take and collect photographs of children.	1	To conduct health check To enhance self-concept
	More About Self Use table top activities, including reading books about happy children.	2	To promote friendly, one-on-one dialogue with children and their parents
8:30-9:00	***Large Group Time***		To ease children into a larger group to increase
	Sing: Songs of Yesterday "This is the Way I Touch My Head" "If You're Happy and You Know It"	3	self-awareness and social development To teach self-discipline and restraint
	Fingerplay "Who Feels Happy?"	4	To learn imortance of group performance and oral presentation
9:00-9:30	***Transition*** (Transition periods may be used for going to the toilet, brushing teeth, washing hands, moving from one activity to another or answering questions.) First days explain basic rules and expectations; get acquainted with children and help them start to learn names of everyone.		To teach the importance of washing hands after going to restroom
9:30-10:00	***Snack Time*** Happy Face Treats Decorate cookies or cupcakes before eating them.	5	To encourage cognitive development while increasing self-confidence
10:00-10:30	Head Games Have children select one of the art activities: making play dough or face puppet.	6	To increase facial feature awareness to build self-image

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month September
Week 1
Day # 1
Weekday Monday

THEME: **Body Parts: Getting to Know Me!**

GOAL: **TO TEACH CHILDREN ABOUT PARTS OF THEIR BODIES, TO ENHANCE SELF-CONFIDENCE AND SOCIAL ADJUSTMENT**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
10:30-11:30	***Free Play*** Children select one of the interest areas: Art Blocks Library Corner Table Toys House Corner Sand & Water Science & Nature		To build new skills through creative adventures with provided environment
11:30-11:40	***Clean Up Time*** Children put away toys and materials; as they finish, they select a book to enjoy or move directly into the lunch period.		To teach self-discipline and orderliness in caring for toys and materials
11:40-12:10	***Lunch***		
12:10-12:40	***Outdoor Play***		
12:40-12:55	***Transition to Nap***		
12:55-2:15	***Quiet Time*** prior to nap or rest time		To rest
2:15-2:25	***Transition to afternoon activities***		
2:25-2:45	***Snack Time*** Raisin Faces	7	
2:45-3:45	***Outdoor Play***		
3:45-4:45	***Free Play*** Children select from art (activity requiring minimal clean-up time), blocks, house corner, library corner and table toys.		To build self-confidence through quiet activities

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month	September
Week	1
Day #	1
Weekday	Monday

THEME: **Body Parts: Getting to Know Me!**

GOAL: **TO TEACH CHILDREN ABOUT PARTS OF THEIR BODIES, TO ENHANCE SELF-CONFIDENCE AND SOCIAL ADJUSTMENT**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
4:45-5:00	***Clean Up Time***		
5:00-6:00	***Story Time & Small Group Time*** Read book *Chicken Little* or other self-confidence building book (Use teacher-planned quieter activities for small groups such as coloring, table toy play, singing. Older children might help teachers prepare for the next day.)		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month	September
Week	1
Day #	2
Weekday	Tuesday

THEME: **Body Parts: Getting to Know Me!**

GOAL: **TO TEACH CHILDREN ABOUT PARTS OF THEIR BODIES, TO ENHANCE SELF-CONFIDENCE AND SOCIAL ADJUSTMENT**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome*** ***Small Group Time*** Getting to Know Me!	(1)	To continue to get to know each child as an important person
8:30-9:00	***Large Group Time*** Songs of Yesterday Picture Perfect for Free Play	(3) 8	To reinforce new learnings
9:00-10:00	***Free Play*** Teach children to select from one of the learning centers: Art Blocks Library Corner Table Toys House Corner Sand & Water Science & Nature		To begin to build self-esteem through choosing and creating
10:00-10:15	***Clean Up & Toilet Time*** Children put away toys and materials; as they finish, they move directly into the group activity.		
10:15-10:30	***Snack Time*** Play "What Do Your Eyes See for Snack?" Present snack food and have children tell what they see. Partially hide the snack food (An example could be carrot sticks wrapped in a paper napkin).		To encourage using eyes and nutritional eating habits
10:30-11:25	Make the World Watchers.	9	To learn what the eyes see and develop art skills
11:25-11:40	***Clean Up & Toilet Time***		
11:40-12:10	***Lunch***		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
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Month September
Week 1
Day # 2
Weekday Tuesday

THEME: **Body Parts: Getting to Know Me!**

GOAL: **TO TEACH CHILDREN ABOUT PARTS OF THEIR BODIES, TO ENHANCE SELF-CONFIDENCE AND SOCIAL ADJUSTMENT**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
12:10-12:45	***Transition Time***		
	Story Time Read one of these books: *The Eye Book* or *The Noisy Book* or choose another book about body parts. Tell a flannel board story using "My Face and My Body" flannel board kit (Kaplan School Supply) or make body and face parts from felt, and let children make up stories for and with you.		To increase child's awareness of body parts and experience the importance of his own life
12:45-2:15	***Nap Time & Rest Period***		
2:15-2:45	***Snack Time*** and Preparation to go Outside		
2:45-3:45	***Outdoor Play*** Children select climbing activities; playing with wheel toys, balls, hoops, sand and water; woodworking; gardening; or they may initiate and/or invent their own games.		To promote physical and cognitive development through creative play
3:45-4:00	***Music Time:*** Eye Tunes	10	To attain body concepts through music enrichment activities
4:00-5:00	***Free Time***		
5:00-5:15	***Clean Up Time***		
5:15-6:00	***Small Group Quiet Time***		To recall daily activities and prepare for next day

Daily Lesson Plans for Multiple Purpose
Child Care Systems
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Month September
Week 1
Day # 3
Weekday Wednesday

THEME: **Body Parts: Getting to Know Me!**

GOAL: **TO TEACH CHILDREN ABOUT PARTS OF THEIR BODIES, TO ENHANCE SELF-CONFIDENCE AND SOCIAL ADJUSTMENT**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome*** Getting to Know Me! Share experiences with one another.	(1)	To use the opportunity for making children feel wanted, happy, and good about the preschool program
8:30-9:00	***Large Group Time*** Sing: songs from first day New Song: "This is the Way I Touch My Ears"	11	To recall learning times of the first two days To learn new song
9:00-9:15	***Transition***		
9:15-9:45	***Snack Time*** Make popcorn and listen to it pop. Encourage children to listen to, talk about, and make the different sounds heard prior to receiving snacks.		
9:45-10:15	Concept Enrichment: How People Hear!	12	
10:15-11:30	***Free Play*** Children select from one of the interest areas. Teacher should spend extra time assisting any child who has not learned, how to take the picture tag and move it from one learning center to another.		To build new skills through creative adventures with environment provided
11:30-11:40	***Transition***		To teach the organization skills needed to function
11:40-12:10	***Lunch***		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
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Month September
Week 1
Day # 3
Weekday Wednesday

THEME: **Body Parts: Getting to Know Me!**

GOAL: **TO TEACH CHILDREN ABOUT PARTS OF THEIR BODIES, TO ENHANCE SELF-CONFIDENCE AND SOCIAL ADJUSTMENT**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
12:10-1:10	***Outdoor Play***		
1:10-1:20	***Transition***		
1:20-1:40	***Story Time*** Make up a story about a boy with an earache who visits the doctor. Use pictures to illustrate. Ask children, "Did you ever have an earache?" etc.		To affirm children's natural responses to painful earaches and visits with doctor
1:40-3:00	***Nap & Quiet Time***		
3:00-3:10	***Transition***		
3:10-3:40	***Snack Time*** Serve carrots and celery. Consider the sounds. Teach children good manners such as always chewing with mouths closed and taking small bites.		
3:40-4:30	*Ear Games*	13	To increase awareness of body parts and of sounds
4:30-5:15	***Outside Play*** More Ear Games	14	To improve vocabulary and concepts
5:15-6:00	***Clean Up & Small Group Time***		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
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Month September
Week 1
Day # 4
Weekday Thursday

THEME: **Body Parts: Getting to Know Me!**

GOAL: **TO TEACH CHILDREN ABOUT PARTS OF THEIR BODIES, TO ENHANCE SELF-CONFIDENCE AND SOCIAL ADJUSTMENT**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		To enrich the transition from home to school
	Sharing Time Call each child by name. Have special words for each child daily.		To recognize the importance of each child
8:30-9:00	***Large Group Time*** Talk about noses. Have each child touch the nose in response to the verbal direction "Touch the nose." (Teacher demonstrates.)		To teach body parts, and reinforce self-concept through body parts
	Nose Tunes	15	
	Sing: "This is the Way I Touch My Nose"		To memorize tunes
	"If You're Happy and You Know It"		To increase music ability
	"My Little Nose Goes Wiggle, Wiggle, Wiggle"		To understand concepts
9:00-10:00	Noses	16	To increase awareness of body parts and functions
10:00-10:10	***Transition***		
10:10-10:30	***Snack Time*** Eat food with strong aromas, such as peanut butter.		
10:30-11:30	***Outdoor Play***		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		

Daily Lesson Plans for Multiple Purpose
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Month	September
Week	1
Day #	4
Weekday	Thursday

THEME: **Body Parts: Getting to Know Me!**

GOAL: **TO TEACH CHILDREN ABOUT THEIR BODIES, TO ENHANCE SELF-CONFIDENCE AND SOCIAL ADJUSTMENT**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
12:10-12:20	***Transition***		
12:20-12:40	***Story Telling*** About Noses	17	To emphasize the importance of the nose in relation to the body
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Snack*** (cinnamon and sugar on bread, preferably toasted) Enjoy the aroma.		
2:40-3:40	***Free Play in Learning Centers*** (Teacher begins to keep notes on each child's progress.)		To improve play skills with peers while interacting with environment
3:40-3:50	Fingerplay - The Nose!	18	To reinforce body parts learning
3:50-4:50	***Outdoor Play*** or ***Indoor Game*** - Have children use their noses to push balls or roll potatoes across floor to finish line.		
4:50-5:00	***Transition***		
5:00-6:00	***Clean Up & Small Group Time*** More Nose Fun	19	

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Month	September
Week	1
Day #	5
Weekday	Friday

THEME: **Body Parts: Getting to Know Me!**

GOAL: **TO TEACH CHILDREN ABOUT PARTS OF THEIR BODIES, TO ENHANCE SELF-CONFIDENCE AND SOCIAL ADJUSTMENT**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome*** ***Sharing Time***		To increase opportunities to better know each child by the end of the first program week
8:30-9:00	***Large Group Time*** Sing: "Open Your Mouth" "If You're Happy and You Know It"	20 (3)	To continue to build repertoire of new songs
9:00-10:00	Paper Sack Face Puppets	21	
10:00-10:10	***Transition***		
10:10-10:30	***Snack Time*** Have children chew slowly with mouths closed and concentrate on digesting food and nice manners.		
10:30-11:30	***Outdoor Play***		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:20	***Transition***		
12:20-12:40	Read a story about a clown with a big mouth or the book about Pinocchio, swallowed by a whale with a big mouth; make up a story about a little boy whose mouth would not smile. Use pictures on flannel board to enrich ***story telling***.		To expand thoughts concerning mouths
12:40-2:00	***Nap***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack*** Talk about tasting in the mouth. Have chocolate, strawberry and vanilla milk or milk shakes for a variety of tastes.		To understand that the mouth has a tongue that tastes various flavors

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Month	September
Week	1
Day #	5
Weekday	Friday

THEME: **Body Parts: Getting to Know Me!**

GOAL: **TO TEACH CHILDREN ABOUT PARTS OF THEIR BODIES, TO ENHANCE SELF-CONFIDENCE AND SOCIAL ADJUSTMENT.**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
2:40-3:40	***Free Play in the Learning Center***		
3:40-4:40	***Outdoor Play***		
4:40-4:50	***Transition***		
4:50-6:00	***Clean Up & Small Group Time*** Have children blow bubbles using mouth muscles. Talk about the mouth and its importance.		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
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Month September
Week 2
Day # 6
Weekday Monday

THEME: **My Family, My Friends and I**

GOAL: **TO TEACH CHILDREN ABOUT RELATIONSHIPS WITH HIS FAMILY AND FRIENDS, TO BUILD A HEALTHY SELF-IMAGE**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome*** ***Sharing Time*** Review body parts. Talk about hair, legs, arms and hands.		To continue self-concept development and build trustful relationships
8:30-9:00	***Large Group Time*** Show children a display of books about the body that will be in the library corner such as: Behrens, June. *What I Hear.* Chicago: Children's Press, 1980. Brenner, Barbara. *Bodies.* New York: E.P. Dutton, 1973. Brenner, Barbara. *Faces.* New York: E.P. Dutton, 1970. Holzenthaler, Jean. *My Hands Can.* New York: E.P. Dutton, 1978. Howard, Katherine. *Little Bunny Follows His Nose.* New York: Golden Press, 1971. LeSeig, Theo. *The Eye Book.* New York: Random House, 1978.		
	Music Time with Hands	22	
9:00-10:00	Draw Me	23	
10:00-10:10	***Transition***		
10:10-10:30	***Snack Time*** Make sugar cookies in the shape of hands. Bake for afternoon treat. Meanwhile, snack on celery sticks with cheese or peanut butter.		
10:30-11:30	***Outdoor Play***		
11:30-11:40	***Transition***		

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Child Care Systems
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Month September
Week 2
Day # 6
Weekday Monday

THEME: **My Family, My Friends and I**

GOAL: **TO TEACH CHILDREN ABOUT RELATIONSHIPS WITH HIS FAMILY AND FRIENDS, TO BUILD A HEALTHY SELF-IMAGE**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
11:40-12:10	***Lunch***		
12:10-12:20	***Transition***		
12:20-12:40	***Story Time*** Read book concerning bodies or other self-worth themes (i.e., *Bodies*, Brenner, Barbara. New York: E.P. Dutton, 1973).		
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack*** Eat "hand" sugar cookies that were baked in the morning snack time. During snack count the fingers and then joke, "You are eating your fingers," and watch them squeal and smile with delight.		
2:40-3:40	***Outdoor Play***		
3:40-4:40	***Free Play***		
4:40-5:00	Play "Simon Says" and include: wave arms, shake hands, touch ears, wiggle nose, blink eyes, open mouth, shake foot, touch your knee, stomp your feet, clap your hands, hug me.		
5:00-6:00	***Clean Up & Small Group Time***		

Daily Lesson Plans for Multiple Purpose
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Month	September
Week	2
Day #	7
Weekday	Tuesday

THEME: **My Family, My Friends and I**

GOAL: **TO TEACH CHILDREN ABOUT RELATIONSHIPS WITH HIS FAMILY AND FRIENDS, TO BUILD A HEALTHY SELF-IMAGE**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome*** ***Sharing Time*** Now that you know the children better, ask questions that relate to the family. NEVER EMBARRASS A CHILD with inappropriate questions. Encourage children to ask you questions about your family and tell the children a few basic facts. (You are by now a most important person in their daily lives.)		To extend the knowledge of teacher and child to each other's world
8:30-9:00	***Large Group Time*** Use fingerplay: Where is Thumbkin? Sing: "If You're Happy and You Know It"	 24 (3)	To continue self-image development
9:00-10:00	***Free Play in Learning Centers*** More Nose Fun	 (18)	To increase body parts awareness and functions
10:00-10:10	***Transition***		
10:10-10:40	***Snack*** Have the children start preparing a "family dinner." They do some little extras that make them feel special: • setting the table in advance • learning appropriate silver and napkin arrangement. (Maybe paper plates and plastic ware could be used.) (Give children glasses of juice.)		To teach children the value of mealtime socialization ritual and good manners

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Month	September
Week	2
Day #	7
Weekday	Tuesday

THEME: **My Family, My Friends and I**

GOAL: **TO TEACH CHILDREN ABOUT RELATIONSHIPS WITH HIS FAMILY AND FRIENDS, TO BUILD A HEALTHY SELF-IMAGE**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
10:40-11:40	***Outdoor Play***		
11:40-12:10	***Lunch***		
12:10-12:20	***Transition***		
12:20-12:40	Read or tell the story of Pinocchio, who was bewitched so that his nose grew whenever he said something that was untrue.		
12:40-2:00	***Nap Time & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack*** Eat teething biscuits like babies do. Have a baby food tasting center. Children feel very important when they wonder "I used to eat that baby food?"		To use the concept of time to increase image as an important person in the family
2:40-3:10	Obstacle Course Family Parade	25	To simulate a family outing
3:10-3:40	Boy or Girl Stick Puppet	26	
3:40-3:50	***Clean Up & Toilet Time***		
3:50-4:50	***Outdoor Play*** Play outdoor games like "Find the Boy or Girl" by blindfolding a child. Tell him/her to feel a certain child's head and describe them and name them if they can.		To teach children to become aware of each other
4:50-5:00	***Transition***		
5:00-6:00	***Clean Up & Small Group Time***		

Daily Lesson Plans for Multiple Purpose
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Month	September
Week	2
Day #	8
Weekday	Wednesday

THEME: **My Family, My Friends and I**

GOAL: **TO TEACH CHILDREN ABOUT RELATIOSHIPS WITH HIS FAMILY AND FRIENDS, TO BUILD A HEALTHY SELF-IMAGE**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome*** ***Sharing Time*** Discuss parents' work and other activities. (Always interject something about your family.) (Remember to seek positive results and avoid any negative aspects of a child's life in a group setting.)		To increase knowledge of what extended relationships mean to children
8:30-9:00	***Large Group*** Sing: " Fest about People" Songs	27	To learn more about different people
9:00-10:00	My Family, My Friends and I Album	28	To use imagination and concept development to build book
10:00-10:10	***Transition***		
10:10-10:40	***Snack Time*** Fruits		
10:40-11:30	***Free Time***		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** Berenstain, Stan and Jan Berenstain. *He Bear, She Bear.* New York: Random House, 1974. Fassler, Joan. *Howie Helps Himself.* Chicago: Albert Whitman, 1975. Krasilovsky, Peter. *The Very Little Boy.* New York: Doubleday, 1953. Krasilovsky, Peter. *The Very Little Girl.* New York: Doubleday, 1953. Spier, Peter. *People.* New York: Doubleday,1980.		

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Month September
Week 2
Day # 8
Weekday Wednesday

THEME: **My Family, My Friends and I**

GOAL: **TO TEACH CHILDREN ABOUT RELATIOSHIPS WITH HIS FAMILY AND FRIENDS, TO BUILD A HEALTHY SELF-IMAGE**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
	Story Time, (cont.) Hallinan, P.K. *We're Very Good Friends, My Brother & I.* Chicago: Children's Press, 1973. Keats, Ezra Jack. *Peter's Chair.* New York: Harper & Row, 1967. Peterson, Jeanne. *I Have A Sister, My Sister is Deaf.* New York: Harper & Row, 1977. Stecher, Miriam B. and Randell, Alice. *Daddy and Ben Together.* New York: Lothrop, Lee & Shepard, 1981. Scott, Ann Herbert. *Sam.* New York: McGraw Hill, 1967.		
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack Time*** Cookies decorated like faces, and milk		
2:40-4:00	***Outdoor Play***		
4:00-5:00	Work on My Family, My Friends and I Album again or let children use light from slide projector for hand, foot or head shadows. Use white paper as a screen.	(28)	To expand self-concept
5:00-6:00	***Clean Up & Small Group Time***		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
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Month	September
Week	2
Day #	9
Weekday	Thursday

THEME: **My Family, My Friends and I**

GOAL: **TO TEACH CHILDREN ABOUT RELATIONSHIPS WITH HIS FAMILY AND FRIENDS, TO BUILD A HEALTHY SELF-IMAGE**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		
	Sharing Time		
8:30-9:00	***Large Group Time*** Sing "If You're Happy and You Know It" from Songs of Yesterday & "Fest About People" Songs	(3) (27)	To reinforce memory of new songs
9:00-10:00	Dress-Up People Party	29	
10:00-10:10	***Transition***		
10:10-10:40	***Snack Time*** Let children wear dress-up clothes to snack time and "party." Have fruit juice and crackers or cookies.		To socialize and enjoy the grown-up assembly through make-believe
10:40-11:30	***Outdoor Play***		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** Read stories about people.		To continue to learn about different people
12:40-2:00	***Nap Time or Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack Time*** Vegetable snack		

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Month	September
Week	2
Day #	9
Weekday	Thursday

THEME: **My Family, My Friends and I**

GOAL: **TO TEACH CHILDREN ABOUT RELATIONSHIPS WITH HIS FAMILY AND FRIENDS, TO BUILD A HEALTHY SELF-IMAGE**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
2:40-3:40	***Free Play***		
3:40-4:40	People Collage	30	To expand social awareness by imagining people in real situations
4:40-5:10	***Outdoor Play***		
5:10-6:00	***Clean Up & Small Group Time***		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
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Month	September
Week	2
Day #	10
Weekday	Friday

THEME: **My Family, My Friends and I**

GOAL: **TO TEACH CHILDREN ABOUT RELATIONSHIPS WITH HIS FAMILY AND FRIENDS, TO BUILD A HEALTHY SELF-IMAGE**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		
	Sharing Time Talk about where families live in an upbeat way.		To expand awareness of surroundings
8:30-9:00	***Large Group Time*** Recite poem "Jack & Jili" several times. Tell the story of Goldilocks and the Three Bears. Sing "If You're Happy and You Know It."	(3)	To learn new memory verses To reinforce the family concept and add the story to their memory bank
9:00-10:00	***Free Time in the Learning Centers***		To continue to develop new interests
10:00-10:10	***Transition***		
10:10-10:40	***Snack Time***		
10:40-11:30	***Outdoor Play***		To encourage large muscle development
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** Tell family stories or read book		To review all learned about self and families
12:40-2:00	***Nap Time & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack Time*** Have graham crackers arranged on table in the shape of a house. Ask each child to choose one.		To think about homes and stimulate conversation to increase vocabulary and socialization

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Month	September
Week	2
Day #	10
Weekday	Friday

THEME: **My Family, My Friends and I**

GOAL: **TO TEACH CHILDREN ABOUT RELATIONSHIPS WITH HIS FAMILY AND FRIENDS, TO BUILD A HEALTHY SELF-IMAGE**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
2:40-3:10	Sensational	31	To assess awareness of senses
3:10-4:10	***Free Time***		
4:10-5:10	***Outdoor Play***		
5:10-6:00	***Clean Up & Small Group Time***		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
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Month	September
Week	3
Day #	11
Weekday	Monday

THEME: **Autumn**

GOAL: **TO TEACH CHILDREN CONCEPTS RELATING TO THE AUTUMN SEASON**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		
	Sharing Time Start initiating talk about the autumn season . Differentiate between summer and winter.		To introduce the new theme
8:30-9:00	***Large Group*** Concepts to be taught: 1. Autumn is the season between summer and winter. 2. Another word for autumn is fall, because this is the time leaves change color and fall from trees. 3. Fall is a time for harvesting fruits and vegetables, preserving foods, and saving seeds. 4. Fall activities include beginning school, playing football, hunting, and preparing for winter. 5. Animals prepare for the colder months ahead: some birds migrate south to warmer places; squirrels collect and store nuts; animals fatten and grow heavier coats. A must: Have a key decoration in your entry hall that depicts autumn. A leaf arbor or a great fall bulletin board! Always dress your environment for the theme.		
9:00-10:00	Sing "Autumn Leaves" Autumn Tree Encourage all children to participate.	32 33	To introduce autumn concept in an art activity
10:00-10:10	***Transition***		
10:10-10:40	***Snack*** Grapes		
10:40-11:30	***Free Play***		

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Child Care Systems
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Month	September
Week	3
Day #	11
Weekday	Monday

THEME: **Autumn**

GOAL: **TO TEACH CHILDREN CONCEPTS RELATING TO THE AUTUMN SEASON**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** BOOKS (authors): *Down Come the Leaves* (Bancroft) *Little Red Hen* (Domanska) *When Autumn Comes* (Fox) *Follow the Fall* (Kumin) *The Curious Chipmunk* (Lakey) *Now It's Fall* (Lenski) *The Apple Book* (Martin) *Let's Find Out About School* (Shapp) *Let's Find Out About Fall* (Shapp) *Autumn Harvest* (Tresselt) *Emily's Autumn* (Udry)		To expand thinking about autumn
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack Time*** Eat leaf-shaped cookies.		
2:40-3:40	***Outdoor Play***		
3:40-4:40	Dance of the Leaves	34	
4:40-4:50	***Transition***		
4:50-6:00	***Clean Up & Small Group Activities***		

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Month	September
Week	3
Day #	12
Weekday	Tuesday

THEME: **Autumn**

GOAL: **TO TEACH CHILDREN CONCEPTS RELATING TO THE AUTUMN SEASON**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		
	Share Time		
	Have an array of real leaves. Let children feel, hold and discuss the color, texture and size. Name the trees.		To introduce the leaves as something to know more about
8:30-9:00	***Large Group Time***		
	Sing "If You're Happy and You Know It" & "Dance of the Leaves."	(3) (34)	To reinforce a favorite song
	Discuss football: a. What games do people play in the fall? b. Display pictures of football players involved in a variety of poses. Describe the actions and introduce following words: pass, catch, run, tackle, kick, and punt. c. Discuss football equipment, uniforms, and playing field. d. Discuss how each child feels about football.		To introduce fall games
9:00-10:00	***Free Play***		
10:00-10:10	***Transition***		
10:10-10:40	***Snack*** <u>Apple Banana Frosty</u>: 1 Yellow Delicious apple, diced 1 peeled, sliced banana 1/4 cup milk 3 ice cubes Blend all of the above ingredients in a blender. Serve.		

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Month	September
Week	3
Day #	12
Weekday	Tuesday

THEME: **Autumn**

GOAL: **TO TEACH CHILDREN CONCEPTS RELATING TO THE AUTUMN SEASON**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
10:40-11:30	***Outdoor Play*** Football Activities These stimulating group activities will involve all children and teachers.	35	
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** Read book about the autumn season.		To reinforce the autumn theme
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack*** Serve an assortment of nuts, such as "Party Mix" made from many kinds of nuts and cereal. Store a mixture and discuss contents. Allow children to share outdoors with squirrels, if possible.		To familiarize more fall foods
2:40-3:00	Nut Count	36	
3:00-4:00	***Outdoor Play***		
4:00-5:00	Football Collage	37	To follow-through with football as an autumn game
5:00-6:00	***Clean Up & Small Group Activities***		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
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Month	September
Week	3
Day #	13
Weekday	Wednesday

THEME: **Autumn**

GOAL: **TO TEACH CHILDREN CONCEPTS RELATING TO THE AUTUMN SEASON**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		
	Sharing Time		
8:30-9:00	***Large Group Time***		
	Sing from Songs of Yesterday and "Fest About People" Songs.	(3) (27)	To enjoy the song you know and like best
	If you have a good outdoor playground, have Large Group Activities in this setting on pretty days.		
	Sing "Leaves Jump Song"	38	To learn a new song
9:00-10:00	***Free Time at Learning Center***		To encourage use of all centers and exploration of many educational toys and set-ups
10:00-10:10	***Transition***		
10:10-10:40	***Snack***		
	Make Applesauce and serve with vanilla wafers.	39	
10:40-11:30	***Outdoor Play***		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time***		
	"Little Red Riding Hood"		To encourage children to learn the early childhood folk story classics
	Talk about possible harvest food Red Riding Hood could be taking to grandmother's house.		
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack***		
	Popcorn and juice		

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Child Care Systems
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Month	September
Week	3
Day #	13
Weekday	Wednesday

THEME: **Autumn**

GOAL: **TO TEACH CHILDREN CONCEPTS RELATING TO THE AUTUMN SEASON**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
2:40-3:40	Fall Art Fun Have an array of art activities going for children to choose from. Use one or more of activities from the files listed. (As the third week of preschool advances, children will be able to take more creative initiative on their own.)		
	Nature Collage	40	
	Leaf Bookmark	41	To teach fall colors and shapes
	Easel Painting	42	To encourage creativity
	Leaf Creatures and People	43	To use small muscles to learn more about texture, color, shape and number
	Block Printing with Fruits and Vegatables	44	
	Fall Finger Painting	45	
	Watercolor Leaf	46	
3:40-3:50	***Transition***		
3:50-5:00	***Outdoor Play***		
5:00-6:00	***Clean Up & Small Group Time***		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
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Month	September
Week	3
Day #	14
Weekday	Thursday

THEME: **Autumn**

GOAL: **TO TEACH CHILDREN CONCEPTS RELATING TO THE AUTUMN SEASON**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		
	Share Time		
8:30-9:00	***Large Group Time*** Sing "Leaves Jump Song" and "If You're Happy and You Know It" Review Fingerplays on the next few activity files; choose several and teach to children.	(38) (3) 47	To learn new concepts and add words for memory and recall
9:00-10:00	***Free Play***		
10:00-10:10	***Transition***		
10:10-10:40	***Snack*** Make Football Crackers	48	
10:40-11:30	***Outdoor Play*** Football Activities Use players' exercises.	(35)	
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time***		
12:40-2:00	***Nap or Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack*** Fruit		

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Month	September
Week	3
Day #	14
Weekday	Thursday

THEME: **Autumn**

GOAL: **TO TEACH CHILDREN CONCEPTS RELATING TO THE AUTUMN SEASON**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
2:40-3:40	Pattern Play (Teacher will begin to move comfortably into math, science and language arts curriculum parts in this third and fourth week.)	49	To create and copy patterns, using concrete objects
3:40-5:00	***Outdoor Play***		
5:00-6:00	***Clean Up & Small Group Activities*** Recall morning's fingerplays with small group. Take opportunity to assist individuals with concept development.	(47)	To improve sense of well-being

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Month	September
Week	3
Day #	15
Weekday	Friday

THEME: **Autumn**

GOAL: **TO TEACH CHILDREN CONCEPTS RELATING TO THE AUTUMN SEASON**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		
	Sharing Time		
8:30-9:00	***Large Group Time***		
	Sing "Leaves Jump Song"	(38)	
	Fingerplays	(47)	
	Learn to sing "How Do You Do?" (must be used after all names are learned).	50	To learn a new song To help children continue to learn their classmates' names
9:00-10:00	***Free Play***		
10:00-10:10	***Transition***		
10:10-10:40	***Snack Time***		
10:40-11:30	***Outdoor Play***		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** Read another story about autumn.		
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack***		
2:40-3:10	Blockbuster	51	To compare and classify objects according to size, weight, etc.
3:10-3:40	Fall Fingerplays	52	To learn new words and practice memorizing jingles

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Month	September
Week	3
Day #	15
Weekday	Friday

THEME: **Autumn**

GOAL: **TO TEACH CHILDREN CONCEPTS RELATING TO THE AUTUMN SEASON**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
3:40-4:30	***Outdoor Play***		
4:30-5:00	Fall Calendar (for October) and ***Free Time at Learning Center*** (Allow freedom of movement and work in learning centers.)	53	To integrate learning activities that require teacher assistance and children's involvement late in the afternoon
5:00-6:00	***Clean Up & Small Group Activities*** Fall Calendar may be continued, allowing older children to assist while younger children work with various teachers story telling, playing with puppets, enjoying fingerplays or having free play time.		

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Child Care Systems
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Month	September
Week	4
Day #	16
Weekday	Monday

THEME: **Where We Live**

GOAL: **TO TEACH CHILDREN ABOUT THEIR EVERYDAY LIVING ENVIRONMENT AT HOME BY EXPLORING THE LIVING ROOM, KITCHEN, DINING, BEDROOM AND BATH**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome*** ***Sharing Time*** Start talking about homes.		
8:30-9:00	***Large Group Time*** Sing: "If You're Happy & You Know It" New Songs: "Around the House We Go" "Ten Little Houses"	 (3) 54 55	
9:00-10:00	Where We Live Collage While you are starting this exciting adventure, talk about homes and the rooms in them. Be sure to differentiate between apartment, duplex and single-dwelling living.	56	To explore opportunities for children to learn new concepts To work together in a more expansive manner To reinforce learning of the house concept
10:00-10:10	***Transition***		
10:10-10:40	***Snack*** Relish Tray House	 57	To encourage quality nutrition
10:40-11:30	***Outdoor Play*** with the House Boxes	58	To teach children the joy of constructing, caring for and improving property
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** Read from books such as *This is My House*. Johnson, Jon. New York: Golden Press, 1981.		To reinforce concept development
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		

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Month September
Week 4
Day # 16
Weekday Monday

THEME: **Where We Live**

GOAL: **TO TEACH CHILDREN ABOUT THEIR EVERYDAY LIVING ENVIRONMENT AT HOME BY EXPLORING THE LIVING ROOM, KITCHEN, DINING, BEDROOM AND BATH**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
2:10-2:40	***Snack*** Cookies shaped like houses, and milk		
2:40-3:40	***Free Time in Learning Centers***		
3:40-5:00	***Outdoor Play***		
5:00-6:00	***Clean Up & Small Group Activity*** (Emphasize small group games that continue theme.) Children could assist by cutting out the many pictures you need for the collage. Games 1. Put a sheet of large cloth over a folding table. Let the children go under the table. 2. Make up games about houses like Guessing Game. 3. Look for living room tables in the housekeeping corner and in the dollhouse.	59	

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Month	September
Week	4
Day #	17
Weekday	Tuesday

THEME: **Where We Live!**

GOAL: **TO TEACH CHILDREN ABOUT THEIR EVERYDAY LIVING ENVIRONMENT AT HOME BY EXPLORING THE LIVING ROOM, KITCHEN, DINING, BEDROOM AND BATH**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome*** ***Sharing Time*** (Children could assist by cutting out pictures needed for the collage.)		
8:30-9:00	***Large Group Time*** Sing: "Ten Little Houses" "I Walk to Find the Sofa" "If You're Happy and You Know It"	 (55) 60 (3)	To reinforce theme
9:00-10:00	Continue Where We Live Collage Carry on much conversation about furniture, use and care.	(56)	To create a very real picture of what living rooms are used for and what they look like
10:00-10:10	***Transition***		
10:10-10:40	***Snack***		
10:40-11:30	***Free Play*** Give much emphasis to the housekeeping center.		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** Read books like *The Old Chair.* New York: Thatcher Greenwillow Books, 1978.		
12:40-2:00	***Nap & Quiet Time***		

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Month September
Week 4
Day # 17
Weekday Tuesday

THEME: **Where We Live!**

GOAL: **TO TEACH CHILDREN ABOUT THEIR EVERYDAY LIVING ENVIRONMENT AT HOME BY EXPLORING THE LIVING ROOM, KITCHEN, DINING, BEDROOM AND BATH**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
2:00-2:10	***Transition***		
2:10-2:40	***Snack*** Serve popcorn or other TV snacks; allow children to watch a children's video classic.		
2:40-3:00	Living Room Story (on flannel board)	61	To create an environment introducing children to an average living room scene
3:00-4:00	***Outdoor Play***		
4:00-5:00	Shoe Box TV Theatre	62	To create a dramatic opportunity for children to verbalize what they have learned about the living room concept
5:00-6:00	***Clean Up & Small Group Time***		

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Month	September
Week	4
Day #	18
Weekday	Wednesday

THEME: **Where We Live!**

GOAL: **TO TEACH CHILDREN ABOUT THEIR EVERYDAY LIVING ENVIRONMENT AT HOME BY EXPLORING THE LIVING ROOM, KITCHEN, DINING, BEDROOM AND BATH**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome*** ***Sharing Time*** Children can continue to assist in cutting out collage pictures as long as they are needed for different projects.		
8:30-9:00	***Large Group Time*** "I Walk to Find the Sofa" (change sofa to refrigerator, stove, sink, or dishwasher) Sing "Ten Little Houses" "I'm a Little Teapot"	(60) (55) 63	
9:00-10:00	***Free Play***		To encourage various learning experiences in housekeeping area
10:00-10:10	***Transition***		
10:10-10:40	***Snack Time*** 1. Help the children get ice from the freezer, put it in glasses and pour juice over it. Ask, "How does it taste, hot or cold?"; "What makes it cold?'; "Where did we get the ice?" Taste juice without ice. 2. Eat refrigerator cookies. Ask "Are they still cold?"		
10:40-11:30	***Outdoor Play*** with the House Boxes	(58)	
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** Read books or stories about kitchen activities or make up a story.		

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Month	September
Week	4
Day #	18
Weekday	Wednesday

THEME: **Where We Live!**

GOAL: **TO TEACH CHILDREN ABOUT THEIR EVERYDAY LIVING ENVIRONMENT AT HOME BY EXPLORING THE LIVING ROOM, KITCHEN, DINING, BEDROOM AND BATH**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
12:40-2:00	***Nap Time & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack Time*** Use ice cube trays and toothpicks to make popsicles with juice from pantry. Compare them to juice from refrigerator. Let the children eat them.		To teach about kitchen functions, cleanliness, and general use
2:40-3:40	Where We Live Collage Continue with making the kitchen section.	(56)	To learn about kitchen functions
3:40-4:20	***Outdoor Play*** Always encourage children to tell why they choose the picture and explain all they know about kitchens.		
4:20-5:00	Kitchen Games Give opportunity for creative expression in developing concept.	64	
5:00-6:00	***Clean Up & Small Group Activities***		

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Month	September
Week	4
Day #	19
Weekday	Thursday

THEME: **Where We Live!**

GOAL: **TO TEACH CHILDREN ABOUT THEIR EVERYDAY LIVING ENVIRONMENT AT HOME BY EXPLORING THE LIVING ROOM, KITCHEN, DINING, BEDROOM AND BATH**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome*** ***Sharing Time***		
8:30-9:00	***Large Group Time*** Sing "Ten Little Houses" "I'm a Little Teapot"	 (55) (63)	To continue singing familiar tunes about houses
	Display some dollhouse furniture on a table. Ask the children, "What do you sleep on?" Have child find a bed. Continue with other pieces of furniture. "What do you sit on?" What do you take a bath in?" (Indicate use.) Set up a dollhouse bedroom. Let the children pretend to be putting a doll to sleep, waking it up, and dressing it. Say, "Put the baby to bed," "Wake up, baby," and "Tuck the baby in bed." or Set up some other types of visual aids to demonstrate the bedroom concept.		To teach bedroom concepts through visualization
9:00-10:00	***Free Play***		
10:00-10:10	***Transition***		
10:10-10:40	***Snack*** Pretend to be eating in bed, so eat a snack like fruit that does not leave crumbs in the "bed."		
10:40-11:30	***Outdoor Play***		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		

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Month September
Week 4
Day # 19
Weekday Thursday

THEME: **Where We Live!**

GOAL: **TO TEACH CHILDREN ABOUT THEIR EVERYDAY LIVING ENVIRONMENT AT HOME BY EXPLORING THE LIVING ROOM, KITCHEN, DINING, BEDROOM AND BATH**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
12:10-12:40	***Story Time*** Read and tell the stroy of "The Three Bears" using a picture book or story cards. Ask children to find the bed, find the baby bear's bed, and touch daddy bear's bed.		
	Fingerplay "Five Little Piggies"	65	To encourage children to enjoy bedroom activities
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack***		
2:40-3:40	Q-Tip Box Dresser or Shoe Box Bedroom	66 67	To discriminate between visual details and use small muscles in a cognitive development project
3:40-4:15	***Outdoor Play***		
4:15-5:00	Continue- Where We Live Collage • Bedroom Pictures	(56)	
5:00-6:00	***Clean Up & Small Group Activities***		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
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Month	September
Week	4
Day #	20
Weekday	Friday

THEME: **Where We Live!**

GOAL: **TO TEACH CHILDREN ABOUT THEIR EVERYDAY LIVING ENVIRONMENT AT HOME BY EXPLORING THE LIVINGROOM, KITCHEN, DINING, BEDROOM AND BATH**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome*** ***Sharing Time***		
8:30-9:00	***Large Group Time*** Sing "I'm a Little Teapot" "Ten Little Houses"	 (63) (55)	
	Show pictures of bathrooms.		To introduce bathroom uses
	Sing "This is the Way We Brush Our Teeth"	68	
9:00-10:00	***Free Play***		
10:00-10:10	***Transition***		
10:10-10:40	***Snack Time***		
10:40-11:30	***Outdoor Play*** Complete the House Boxes. Allow children to fully enjoy them as you will remove them over the weekend. Discuss with children all they have learned about homes.	 (58)	
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		

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Month	September
Week	4
Day #	20
Weekday	Friday

THEME: **Where We Live!**

GOAL: **TO TEACH CHILDREN ABOUT THEIR EVERYDAY LIVING ENVIRONMENT AT HOME BY EXPLORING THE LIVINGROOM, KITCHEN, DINING, BEDROOM AND BATH**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
12:10-12:40	***Story Time*** Read from one of the following books: Barrett, Judi. *I Hate to Take a Bath.* Englewood Cliffs, N.J.: Four Winds Press, 1975. Jackson, Ellen B. *The Bear in the Bathtub.* Reading, Mass.: Addison-Wesley, 1981. Vigna, Judith. *The Little Boy Who Loved Dirt and Almost Became a Superslob.* Chicago: Albert Whitman., 1975. Yoken, Jane. *No Bath Tonight.* New York: Thomas Y. Crowell, 1978.		To increase child's interest in self-care and proper bathroom use
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack***		
2:40-4:00	Complete Where We Live Collage Let each child go up to the completed mural and show his favorite picture and tell why he likes it best.	(56)	To sharpen visual discrimination through concept development To allow for oral expression
4:00-5:00	***Outdoor Play***		
5:00-6:00	***Clean Up &Small Group Time***		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
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Month	October
Week	5
Day #	21
Weekday	Monday

THEME: **Animals - Wild and Tame**

GOAL: **TO TEACH CHILDREN ABOUT ANIMALS, TO DIFFERENTIATE BETWEEN WILD ANIMALS AND PETS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		
	Sharing Time Have a display of large pictures of various animals as the focus of interest this week. Start discussing animals, zoos, and pets with the children.		To acquaint children with animals
8:30-9:00	***Large Group Time*** Describe wild and tame animals. Show pictures of wild animals (tiger, hippo, rhino). Ask why these animals would not make good pets. (Try to gear answers to, "They will hurt you.") Animals that are not used to people, or animals that can hurt you, are called wild animals. Contrast tame animals. Show video, "Animals in the Wild" and/or "Baby Animals Just Want to Have Fun." Scholastic's Animal Friend's Video Series, Kare-Lorimar Home Video, Inc. 17942 Cowar, Irvine, CA 92719, or if not available, another animal video classic like: Bambi, Dumbo, Lady and the Tramp.		To introduce the animal kingdom concept To teach children to discriminate between tame and wild animals To impress children with the many wild animals that exist that are not seen daily
	Sing "If You're Happy and You Know It."	(3)	
9:00-10:00	***Free Play***		
10:00-10:10	***Transition***		
10:10-10:40	***Snack*** Serve animal crackers and milk. Explain that milk comes from cows. Use lots of animal talk. Ask about children's experiences with animals.		To reinforce animal concepts

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Month	October
Week	5
Day #	21
Weekday	Monday

THEME: **Animals - Wild and Tame**

GOAL: **TO TEACH CHILDREN ABOUT ANIMALS, TO DIFFERENTIATE BETWEEN WILD ANIMALS AND PETS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
10:40-11:30	***Outdoor Play***		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** Read storybooks such as: *Wild Animals.* Eugene Baker, Zachary's Workshop, 1989 or *Dear Zoo.* Rod Campbell, Penguin, 1989 or *Animal ABC* by David Rherdian, Random House, 1984.		To increase knowledge of specific animals
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack***		
2:40-3:40	Favorite Animal Hand Puppets	69	To apply knowledge of animal concepts
3:40-5:00	Animal Parade and ***Outdoor Play*** Have each child march around the play-ground with his animal puppet. When activity has terminated, let children play on other outdoor equipment.	70	
5:00-6:00	***Clean Up & Small Group Activity*** Tell animal stories. Play games like leap frog. Encourage the use of reading, thinking, listening about animals. Use activity file references (71-73) for small group activities throughout the week.		

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Month	October
Week	5
Day #	22
Weekday	Tuesday

THEME: **Animals - Turtles**

GOAL: **TO TEACH CHILDREN ABOUT ANIMALS, TO DIFFERENTIATE BETWEEN WILD ANIMALS AND PETS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		
	Sharing Time		
8:30-9:00	***Large Group Time*** Sing "My Turtle". Show turtle pictures. Learn Turtle Fingerplay.	 71 72	
9:00-10:00	***Free Play*** Have turtle figurines, etc. in the housekeeping areas.		To promote understanding of how animals function
10:00-10:10	***Transition***		
10:10-10:40	***Snack*** Eat chocolate and peanut turtles (made by pouring melted chocolate over pretzel sticks or Chinese fried noodles and peanuts).		
10:40-11:30	Turtle Hunt When turtle hunt has ended, children will enjoy free outdoor play.	73	To explore the environment and improve visual discrimination
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** Repeat Turtle Fingerplay. Read another animal or turtle book.	 (72)	
12:40-2:00	***Nap & Quiet Time***		

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Month	October
Week	5
Day #	22
Weekday	Tuesday

THEME: **Animals - Turtles**

GOAL: **TO TEACH CHILDREN ABOUT ANIMALS, TO DIFFERENTIATE BETWEEN WILD ANIMALS AND PETS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
2:00-2:10	***Transition***		
2:10-2:40	***Snack*** Fruit Turtles	74	
2:40-3:40	Take-Home Turtles	75	To learn details about turtles
3:40-5:00	Animal Rhythm Game and ***Outdoor Play***	76	
5:00-6:00	***Clean Up & Small Group Activity***		

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Month	October
Week	5
Day #	23
Weekday	Wednesday

THEME: **Animals - Dogs**

GOAL: **TO TEACH CHILDREN ABOUT ANIMALS, TO DIFFERENTIATE BETWEEN WILD ANIMALS AND PETS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		
	Sharing Time		
8:30-9:00	***Large Group Time*** Dog Songs	77	To teach children new songs To interest children in dogs as pets
9:00-10:00	***Free Play***		
10:00-10:10	***Transition***		
10:10-10:40	***Snack*** Paste a picture of a dog on the bottom of a glass. When the drink is "all gone," the child will see the dog.		
10:40-11:30	***Outdoor Play***		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** Read from animal books.		To continue animal concept development
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack*** Have dry cereal in little plates and allow children to get on "all fours" and eat like dogs. (Of course they love it!) Serve with fruit juice or milk.		

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Month	October
Week	5
Day #	23
Weekday	Wednesday

THEME: **Animals - Dogs**

GOAL: **TO TEACH CHILDREN ABOUT ANIMALS, TO DIFFERENTIATE BETWEEN WILD ANIMALS AND PETS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
2:40-3:40	Pet Rock Dogs	78	
3:40-5:00	***Outdoor Play***		
5:00-6:00	***Clean Up & Small Group Activity*** Puppy Book Markers	79	

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Month	October
Week	5
Day #	24
Weekday	Thursday

THEME: **Animals - Fish**

GOAL: **TO TEACH CHILDREN ABOUT ANIMALS, TO DIFFERENTIATE BETWEEN WILD ANIMALS AND PETS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		
	Sharing Time		
8:30-9:00	***Large Group Time*** Have some real goldfish in a bowl or aquarium. Sing Goldfish Tunes. Sing "If You're Happy and You Know It." Have a mobile hanging with beautiful pictures of fish that you have previously cut out and strung up. Tell children about the fish.	 80 (3)	To introduce fish as interesting pets
9:00-10:00	***Free Play***		
10:00-10:10	***Transition***		
10:10-10:40	***Snack*** Eat "goldfish" crackers.		To accentuate goldfish theme
10:40-11:30	***Outdoor Play***		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** Fish and animal stories		To reinforce learning about fish
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack*** Go Fishing for Treats!	 81	 To increase interest in fishing activities

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month	October
Week	5
Day #	24
Weekday	Thursday

THEME: **Animals - Fish**

GOAL: **TO TEACH CHILDREN ABOUT ANIMALS, TO DIFFERENTIATE BETWEEN WILD ANIMALS AND PETS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
2:40-3:40	Giant Fishbowl	82	To develop cognitive skills of various types
3:40-5:00	***Outdoor Play***		
5:00-6:00	***Clean Up & Small Group Activity***		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month	October
Week	5
Day #	25
Weekday	Friday

THEME: **Animals - Cats**

GOAL: **TO TEACH CHILDREN ABOUT ANIMALS, TO DIFFERENTIATE BETWEEN WILD ANIMALS AND PETS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		
	Sharing Time		
8:30-9:00	***Large Group Time*** Sing some or all of the Kitty Cat Songs.	83	
9:00-10:00	***Animal Show*** or ***Field Trip to the Pet Shop*** Go on a field trip to the local pet shop as the finale to animal activities week. Other options: Have the local pet shop bring in some animals and give a talk to the children. Have some parents, volunteers or friends bring some pets for a program.		To give opportunity to be around live animals To observe animal movements, and size, shape and texture
10:00-10:10	***Transition***		
10:10-10:40	***Snack*** Cat Face Sandwiches	84	To have fun with nutritious animal treat
10:40-11:30	***Outdoor Play***		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** Tell an interesting cat story.		
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month	October
Week	5
Day #	25
Weekday	Friday

THEME: **Animals - Cats**

GOAL: **TO TEACH CHILDREN ABOUT ANIMALS, TO DIFFERENTIATE BETWEEN WILD ANIMALS AND PETS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
2:10-2:40	***Snack*** Serve animal crackers and fruit juice.		
2:40-3:40	Big Cat	85	To reinforce active involvement, cognitive development, and group socialization
3:40-4:30	***Outdoor Play***		
4:30-5:00	What Kind of Pet Will I Be?	86	
5:00-6:00	***Clean Up & Small Group Time*** Enjoy singing animal songs. Let children chatter about animals. Use This Is The Way Animals Talk! Fingerplay to recall some things about animals.	87	

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month	October
Week	6
Day #	26
Weekday	Monday

THEME: **Halloween**

GOAL: **TO TEACH CHILDREN ABOUT HALLOWEEN, THROUGH EMPHASIS OF COGNITIVE AND LANGUAGE DEVELOPMENT, SOCIAL AND SELF-HELP SKILLS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		
	Sharing Time Start teaching the five Halloween concepts and encourage conversation about them. 1. Black and orange are common Halloween colors. 2. Pumpkins harvested during autumn are carved into jack-o'-lanterns. 3. Children dress in costumes and go trick-or-treating from door to door. 4. Scary creatures, costumes, and stories associated with Halloween are only fantasy and are not to be feared. 5. Halloween safety and ways to have fun without harming other people or property are important aspects of this holiday. IMPORTANT: • Entry hall must be decorated for Halloween. • Be sure to always have an area to show off children's art. • Make a large haunted house mural for your backdrop for the week's large and small group activities.		To teach children basic concepts relating to Halloween
8:30-9:00	***Large Group Time*** Continue discussing the Halloween concepts and season's activities for the upcoming week. Give some Halloween Facts and Customs. Sing Pumpkin Songs.	 88 89	To introduce the Halloween theme with a variety of developmental approaches

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month	October
Week	6
Day #	26
Weekday	Monday

THEME: **Halloween**

GOAL: **TO TEACH CHILDREN ABOUT HALLOWEEN, THROUGH EMPHASIS OF COGNITIVE AND LANGUAGE DEVELOPMENT, SOCIAL AND SELF-HELP SKILLS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
9:00-10:00	***Free Play***		
10:00-10:10	***Transition***		
10:10-10:40	***Snack*** Cheese Pumpkins or Pumpkin Bread	90	
10:40-11:30	***Outdoor Play***		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** Five Little Pumpkins Fingerplay Read: *Everyone Goes As A Pumpkin.* Vigna, Judith. Chicago. Albert Whitman, 1977.	91	To develop memory skills needed for language development
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack*** "Pick-A-Pick-A Pumpkin" - rhyme to go with special cheese and crackers	92	To increase socialization
2:40-3:40	Jack-O'-Lanterns	93	To improve self-confidence by selecting and completing art activities
3:40-4:40	***Outdoor Play*** Have a pumpkin toss. Let the children toss bean bags into a large plastic pumpkin or waste can decorated like a pumpkin.		To develop gross motor skills

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month	October
Week	6
Day #	26
Weekday	Monday

THEME: **Halloween**

GOAL: **TO TEACH CHILDREN ABOUT HALLOWEEN, THROUGH EMPHASIS OF COGNITIVE AND LANGUAGE DEVELOPMENT, SOCIAL AND SELF-HELP SKILLS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
4:40-5:00	Start the Pumpkin Patch	94	To build team concepts and foster peer relationships
5:00-6:00	***Clean Up & Small Group Activities*** Continue the pumpkin patch. Teacher will tell all about how pumpkins grow, or read *Clifford's Halloween*. Bridwick, Norman. Englewood Cliffs, NJ: Four Winds Press, 1966.		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month	October
Week	6
Day #	27
Weekday	Tuesday

THEME: **Halloween**

GOAL: **TO TEACH CHILDREN ABOUT HALLOWEEN, THROUGH EMPHASIS OF COGNITIVE AND LANGUAGE DEVELOPMENT, SOCIAL AND SELF-HELP SKILLS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		
	Sharing Time		
8:30-9:00	***Large Group Time***		
	Black Cat Songs	95	To introduce black cats as part of the Halloween legend
	Black Cat Fingerplays	96	
	Sing "If You're Happy and You Know It."	(3)	
9:00-10:00	***Free Time***		
10:00-10:10	***Transition***		
10:10-10:40	***Snack***		To increase cognitive and fine motor development
	Let children make Coconut-Apricot Candies.	97	To introduce new nutritious foods
10:40-11:30	***Outdoor Play***		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time***		
	Tell a black cat story you have made up, or read *Clifford's Halloween*. Bridwick, Norman. Englewood Cliffs, NJ: Four Winds Press, 1966.		
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack***		
	Eat cake decorated like a black cat.		To keep the group interested in theme

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month	October
Week	6
Day #	27
Weekday	Tuesday

THEME: **Halloween**

GOAL: **TO TEACH CHILDREN ABOUT HALLOWEEN, THROUGH EMPHASIS OF COGNITIVE AND LANGUAGE DEVELOPMENT, SOCIAL AND SELF-HELP SKILLS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
2:40-3:40	Black Cat Masks	98	To use fine motor skills to best of ability
3:40-4:30	Black Cat Play Time	99	To develop large and small muscles
4:30-5:00	Mystery Bag Game	100	To increase sensory perception through tactile stimulation exercise
5:00-6:00	***Clean Up & Small Group Time*** Keep up the Halloween activities. Have older children assist in making items for the Halloween Costume Box.	101	To extend art activities to develop new cognitive skills throughout the day

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month	October
Week	6
Day #	28
Weekday	Wednesday

THEME: **Halloween**

GOAL: **TO TEACH CHILDREN ABOUT HALLOWEEN, THROUGH EMPHASIS OF COGNITIVE AND LANGUAGE DEVELOPMENT, SOCIAL AND SELF-HELP SKILLS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome***		
	Sharing Time		
8:30-9:00	***Large Group Activity***		
	New Song: "Witch on Halloween" (Teacher is terrific leading this song if she is dressed as a witch!)	102	To introduce witch as one of the Halloween cast of characters
	Sing "Hookey Spookey."	103	To create good body movement and promote rhythm
9:00-10:00	***Free Play***		
10:00-10:10	***Transition***		
10:10-10:40	***Snack***		
	Orange Brew	104	To continue Halloween theme
10:40-11:30	***Outdoor Play***		
11:30--11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time***		
	Visit with the children about Halloween Safety.	105	To prevent accidents and create respect for safety
	Read *Tilly Witch*. Freeman, Don. New York: Viking Press, 1989.		
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		
2:10-2:40	***Snack***		
2:40-3:40	Egg Carton Witch	106	

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month	October
Week	6
Day #	28
Weekday	Wednesday

THEME: **Halloween**

GOAL: **TO TEACH CHILDREN ABOUT HALLOWEEN, THROUGH EMPHASIS OF COGNITIVE AND LANGUAGE DEVELOPMENT, SOCIAL AND SELF-HELP SKILLS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
3:40-4:20	***Outdoor Play***		
4:20-5:00	Trick or Treat Map	107	
5:00-6:00	***Clean Up & Small Group Activities***		To introduce an important space concept
	Continue Halloween games and activities.		To continue cognitive, psycho-motor, self-help and social skill development

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month	October
Week	6
Day #	29
Weekday	Thursday

THEME: **Halloween**

GOAL: **TO TEACH CHILDREN ABOUT HALLOWEEN, THROUGH EMPHASIS OF COGNITIVE AND LANGUAGE DEVELOPMENT, SOCIAL AND SELF-HELP SKILLS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome*** ***Sharing Time***		
8:30-9:00	***Large Group Time*** "The Friendly Ghost" Fingerplay (Teacher could dress in a sheet like a ghost.)	108	To introduce the ghost character as part of the Halloween theme
	Friendly Ghost Songs	109	To enhance pleasure and reduce fear by using friendly ghost stories
9:00-10:00	***Free Play***		
10:00-10:10	***Transition***		
10:10-10:40	***Snack***		
10:40-11:30	***Outdoor Play***		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** A Ghost Poem	110	
	Tell a story about "Casper the Friendly Ghost." or Read *The Ghost with the Halloween Hiccups*, New York: Avon Books, 1978.		To increase cognitive perception of ghosts
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month October
Week 6
Day # 29
Weekday Thursday

THEME: **Halloween**

GOAL: **TO TEACH CHILDREN ABOUT HALLOWEEN, THROUGH EMPHASIS OF COGNITIVE AND LANGUAGE DEVELOPMENT, SOCIAL AND SELF-HELP SKILLS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
2:10-2:40	***Snack*** Have sugar cookies in the shape of ghosts, and milk.		
2:40-3:40	Ghost Take-Homes	111	To develop large and small muscles through cognitive exercises requiring movement
3:40-5:00	Halloween Walk Ghost Games	112 113	
5:00-6:00	***Clean Up & Small Group Activity***		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month October
Week 6
Day # 30
Weekday Friday

THEME: **Halloween**

GOAL: **TO TEACH CHILDREN ABOUT HALLOWEEN, THROUGH EMPHASIS OF COGNITIVE AND LANGUAGE DEVELOPMENT, SOCIAL AND SELF-HELP SKILLS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
7:30-8:30	***Welcome*** ***Sharing Time***		
8:30-9:00	***Large Group Time*** Sing Halloween songs learned during the week: "Friendly Ghost Song" "Hookey Spookey" "Witch on Halloween Song" Spooky Action Play Play some spooky music, and let children dance like spooks.	 (109) (103) (102) 114	To add knowledge about Halloween customs
9:00-10:00	***Free Play***		
10:00-10:10	***Transition***		
10:10-10:40	***Snack*** Halloween Shapes	 115	
10:40-11:30	***Outdoor Play***		
11:30-11:40	***Transition***		
11:40-12:10	***Lunch***		
12:10-12:40	***Story Time*** Tell a Halloween story and let the children tell you how they will dress for Halloween night.		
12:40-2:00	***Nap & Quiet Time***		
2:00-2:10	***Transition***		

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month	October
Week	6
Day #	30
Weekday	Friday

THEME: **Halloween**

GOAL: **TO TEACH CHILDREN ABOUT HALLOWEEN, THROUGH EMPHASIS OF COGNITIVE AND LANGUAGE DEVELOPMENT, SOCIAL AND SELF-HELP SKILLS**

APPROXIMATE TIME	COMPONENT	ACTIVITY NO.	OBJECTIVE
2:10-2:40	***Snack*** Serve assorted Halloween cookies and apple juice.		
2:40-3:40	Mask Making Time Use this time to develop rapport with children and assure good feelings about Halloween. Use key phrases such as: How do you look when wearing a mask or costume? How does a costume or mask make you feel? Are you sometimes afraid of costumes or masks? Which costumes are funny, scary, sad, and happy? Do you become a different person when you wear a costume or mask? Halloween costumes can be removed. They are not real but only representations of characters.	116	To instill cognitive concepts such as shape, size and color To promote social growth and acceptance
3:40-5:00	Have a Halloween Carnival! Set up and organize the outdoor area for fun and games to conclude the Halloween theme. (Be sure to plan ahead.) The following activites will ensure children and teacher pleasurable results: Have children wear the masks they made. Play Ghost Card Game. Sing: "Trick or Treating." Visit the Haunted House. Play Pass the Pumpkin. Examine Trick or Treat Sack. Sing: "Oh, Do You Have A Mask?" Break the Halloween Piñata. Enjoy Halloween Music.	 117 118 119 120 121 122 123 124	To culminate the Halloween theme To encourage creative movement, cognitive development, and language acquisition
5:00-6:00	***Clean Up & Small Group Activities***		

Related Children's Records

"Mouse in the House" from *Fiddle-ee-fee* (RP)
"Puppy Dog" from *Walk Like The Animals* (KIM)
"Animal Sounds" from *Tempo For Tots* (MH)
"Mr. Tickles" from *Spin Spider Spin* (EA)
"The Little Bird Is Dead" from *Spin Spider Spin* (EA)
"Robin Red Breast" from *Look At The Holidays* (GA)
"It's Raining Cats and Dogs" from *My Street Begins At My House* (SCHOL)
"Two Little Black Birds" from *Counting Game & Rhythms* (SCHOL)
"Wake Up Little Sparrow" from *Rhythms of Childhood* (SCHOL)
"Where Has My Little Dog Gone" from *This Is Rhythm* (SCHOL)
"My Dog Has Fleas" from *This is Rhythm* (SCHOL)
"Val Vandiveer the Veterinarian" from *Beginning Sounds and Careers* (UPB)

Books About Animals

Baker, Eugene. *Wild Animals.* Zachary's Workshop, 1989.
Barton, Byron. *Jack and Fred.* Macmillan, 1974.
Burningham, John. *Hey! Get Off My Train!* Crown, 1989.
Campbell, Rod. *Dear Zoo.* Penguin, 1987.
Campbell, Rod. *The Pop-Up Shop.* Macmillan, 1989.
Demi. *Demi's Count the Animals One-Two-Three.* Putnam, 1986.
Dunn, Phoebe. *Animal Friends.* Random House, 1985.
Emberly, Rebecca. *Jungle Sounds.* Little, 1989.
Hefter, Richard. *Pigs Think Pink.* Holt, 1978.
Hill, Eric. *Spot Goes to the Farm.* Putnam, 1987.
Hill, Eric. *Spot Goes to the Circus.* Putnam, 1986.
Keats, Ezra Jack. *Pet Show.* Macmillan, 1972.
Kherdian, David. *Animal ABC.* Random House, 1984.
Moncure, Jane Belk. *Animal, Animal Where Do You Live?* Children's Press, 1975.
Moncure, Jane Belk. *Pets are Smart.* Children's Press, 1976.
Pearce, Q.L. and W.J. Pearce. *In the Barnyard (Nature's Footprints Series).* Silver Press, 1990.
Penny, Malcolm. *Animal Camouflage.* Bookwright Press, 1988.
Pfloog, Jan. *The Farm Book.* Golden Press, 1974.
Pfloog, Jan. *The Zoo Book.* Golden Press, 1967.
Ricciuti, Edward. *An Animal for Alan.* Harper and Row, 1970.

Rojankovsky, Feodor. *The Great Big Wild Animal Book.* Golden Press, 1974.
Ryden, Hope. *Wild Animals of America ABC.* Lodestar Books, 1988.
Skorpen, Liesel Moak. *All the Lassies.* Dial Press, 1970.
Snow, Pegeen. *A Pet for Pat.* Children's Press, 1984.
Spier, Peter. *The Pet Shop.* Doubleday, 1981.
Stobbs, William. *Animal Pictures.* Bodley Head, 1981.
Taylor, Kate. *Animal Sounds.* Discovery Toys, 1988.
Whitcombe, Bobbie. *Animals in Danger.* Brimax Books, 1988.

CHAPTER 3

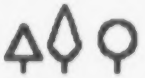
Theme Units - The Six-Week Curriculum

SHAPES Activity Files

Where?

Indoor

Outdoor



No. of Children:

1

Time:

:01-:05

Target Ages:

All ages

<u>Getting to Know Me!</u>

Have a camera loaded and ready to take a picture of each child on the first day at the center. Have a special setting arranged for the picture taking. This can be done near the entry of the room with the parent watching before they depart. Talk to child with enthusiasm while taking the picture. Make him feel great! "Oh what a pretty smile!"

If no camera is available, plan to have pictures taken by vendor to sell to parents or have parents provide a recent picture upon enrollment.

Materials:

- camera
- film
  - possible settings for picture:
    in a cute, small chair,
    among stuffed animals, or
    outside, if appropriate.

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

1

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:01-:20

Target Ages:

Preschool

2

More About Self

Have some of the books listed below, as well as your favorite choices, on the small tables for children to look through and learn more about themselves.

Arrange other pictures of happy-faced children doing interesting things around your room.

Materials:

- Children's Books About Self

Behrens, June. *What I Hear.* Chicago: Children's Press, 1980.

Brenner, Barbara. *Bodies.* New York: E.P. Dutton, 1973.

Brenner, Barbara. *Faces.* New York: E.P. Dutton, 1970.

Holzenthaler, Jean. *My Hands Can.* New York: E.P. Dulton, 1978.

Howard, Katherine. *Little Bunny Follows His Nose.* New York: Golden Press, 1971.

LeSeig, Theo. *The Eye Book.* New York: Random House, 1978.

Activities for:

Physical Development

- O Large Muscles
- O Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- ● Story Time
- O Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-15

Time:

:01-:10

Target Ages:

Preschool

3

Songs of Yesterday

1. Sing to the tune of "Here We Go 'Round the Mulberry Bush":
   - Verse 1: This is the way I touch my head,
     touch my head, touch my head.
     This is the way I touch my head,
     I touch (child's name) head.
   - Verse 2: This is the way I pat my head....
   - Verse 3: This is the way I shake my head....
   - Verse 4: This is the way I wash my head....

   Pantomime, "Touch my head." On the last line, touch a child's head and have the group sing the child's name.
2. Sing to the tune of "If You're Happy and You Know It":
   - Verse 1: If you're happy and you know it, touch your head.
     If you're happy and you know it, touch your head.
     If you're happy and you know it,
     Then your face will surely show it;
     If you're happy and you know it, touch your head.
   - Verse 2: If you're happy and you know it, pat you head.
   - Verse 3: If you're happy and you know it, shake your head.

Materials:

(You may choose to use a musical instrument or a recording of the songs but this is not necessary. Sing with the children, using good eye contact, facial expressions, and broad gestures. Children respond to the rhythms.)

Activities for:

Physical Development

- O Large Muscles
- O Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- O Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- O Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-15

Time:

:01-:10

Target Ages:

Preschool

"Who Feels Happy?" Fingerplay

"Who feels happy, who feels gay?
All who do, pat their head this way.
Who feels happy, who feels gay?
All who do, nod their heads this way.
Who feels happy, who feels gay?
All who do, scratch their heads this way."

Materials:

- little finger puppets, if desired, but not necessary.

(You can tie little ribbons around your own fingers to accentuate the activity.)

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
● Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
● Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

O Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
O Share With Others
● Learn Group Play
O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:20-:30

Target Ages:

Preschool

5

Happy Face Treats

Have large cookies, bought or homemade, and allow children to finger paint in icing of bright colors for face!

(A healthier version is to use large round crackers and use cheese dip that is the consistency of finger paint.)

Materials:

- cookies or crackers
- colored icing or cheese dip

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
● Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:20-:30

Target Ages:

Preschool

6

Head Games

Have children mold faces from play dough or clay. Encourage them to make hair, eyes, nose, and mouth.

– or if they prefer –

Draw a face on the back of a paper plate. Yarn can be threaded and given to the children to use as hair. Of course, a popsicle stick added makes a hand puppet.

Materials:

- play dough
- clay
- paper plates
- markers
- tape
- popsicle sticks

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

O Conversation
O Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
O Share With Others
O Learn Group Play
O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:20

Target Ages:

Preschool

7

Raisin Faces

Give children a cut-out round circle of brown bread or a large cracker and a handful of raisins. Encourage them to place the raisins in position for eyes, nose and mouth.

Materials:

- bread or crackers
- raisins

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

O Build Self-Confidence
O Increase Social Awareness
● Handle Peer Relationships
O Share With Others
O Learn Group Play
O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

All

Time:

:20

Target Ages:

Preschool

8

Picture Perfect for Free Play

Mount individual photographs of the children on one of the following items:

- plastic picture holder on key chain,
- button pin,
- plastic stand-up frame,
- sturdy cardboard with place to hook on learning center board, or
- laminate picture and place magnet on back.

These items can be used to mark the children's presence in the learning center.

Materials:

- button pins (or photo can be sent to a professional button-pin maker)
- plastic stand-up frame
- laminating materials
- cardboard
- magnets or hooks
- key chains

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
O Story Development
O Your Own Development

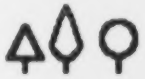
Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

:50-:55

Target Ages:

Preschool

9

World Watchers

Have each child paint, color or decorate with paste-ons the outside of two toilet tissue tubes. Punch holes in each of the top sides. Have children string yarn through the holes and hang the tubes around their necks. They now have a handy pair of binoculars! Take them for a walk and let them "watch the world." This is a must for a take-home toy!

Materials:

- toilet tissue tubes
- decorating paints, crayons, paste-ons
- bright colored yarn
- hole puncher

(As soon as you read this page, start saving toilet tissue tubes. Call your friends and family members and ask for their help in securing supplies! Parents can help, too.)

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

● Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

O Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

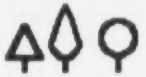
Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:15

Target Ages:

Preschool

10

Eye Tunes

1. Sing to the tune of "Here We Go 'Round the Mulberry Bush":
   Verse 1: This is the way I touch my eyes,
   touch my head, touch my eyes.
   This is the way I touch my eyes,
   I touch (child's name) eyes.
   Verse 2: This is the way I close my eyes....
   Verse 3: This is the way I blink my eyes....
   Verse 4: This is the way I roll my eyes....
   Pantomime, "Touch my eyes." On the last line, touch a child's eyes and have the group sing the child's name.

2. Sing to the tune of "Row, Row, Row Your Boat";
   Look, look with your eyes, (cup hand around eyes)
   See what you can see.
   I see the boys and girls are here. (point to boys and girls)
   I see a friend for me. (pick a friend)

3. Sing, "I Have Two Eyes and They're Both the Same Size." (from Sesame Street).

Materials:

(You may choose to use a musical instrument or a recording of the songs, but this is not necessary. Sing with the children, using good eye contact and animated gestures.)

Activities for:

Physical Development

- O Large Muscles
- O Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- ● Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- O Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

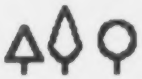
Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

"This Is The Way I Touch My Ears"

1. Sing to the tune of "Here We Go 'Round the Mulberry Bush":

   Verse 1: This is the way I touch my ears,
   touch my ears, touch my ears.
   This is the way I touch my ears,
   I touch (child's name) ears.

   Verse 2: This is the way I pat my ears....

   Verse 3: This is the way I pull my ears....

   Verse 4: This is the way I wash my ears....

   Pantomime, "Touch my ears." On the last line, touch a child's ears and have the group sing the child's name.

Materials:

(You may choose to use a musical instrument or a recording of the songs, but this is not necessary. Sing with the children, using good eye contact and expressive gestures. Encourage children to respond freely to the rhythms.)

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
● Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

11

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:10-:30

Target Ages:

Preschool

12

How People Hear!

Discuss how people may hear differently. Have a rubber ear (i.e., costume store kind) to use as an example of an ear. Present the ear as a demonstration. Show yours to children and ask, "What is this?". The child will respond, "ear." Explain how some people are "hard of hearing" or "deaf". Use earphone (plug) from a transistor radio to demonstrate hearing aid. Use many other items to make various sounds. Have children close their eyes and identify sound.

Materials:

- false rubber ear
- transistor radio and ear plug
- other items to create sound

or

- recorded sounds

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
● Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
● Handle Peer Relationships
O Share With Others
O Learn Group Play
O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

Ear Games

- Have children press "Clickers" and "Squeakers" and listen to the sounds.
- Have children play castinets and listen to sound.
- Make cardboard puzzles with ears missing. Have children put "Ear" pieces in puzzle.
- Have children identify taped sounds of telephone, car horn, teacher's voice, dog barking, T.V. set, child's mother, etc. by touching correct pictures of source of sound or by verbalizing source of sounds.
- Place three rhythm instruments in front of children. Let children close their eyes while teacher plays one hidden from sight. Ask one child to touch the instrument played.
- Have children listen to a transistor radio with an ear plug, try on earrings, and talk on a telephone. Ask, "What do you hear?" or "What is on your ears?"
- Seat group in a circle with hands behind backs. "It" is in center with eyes closed. One child shakes a bell and "it" tries to guess who made the jingle sound. The child discovered becomes "it."
- Play "echo." Have children make the same sounds that come from behind a screen. Let them really enjoy these silly and happy sounds, whining, etc. Let 3 or 4 children go behind the screen. One speaks and the children on the other side identify him by his voice. One laughs and is identified, etc.

** Great fun for outdoors when possible.*

Materials:

- taped sounds
- recorder
- pictures
- rhythm instruments
- castinets
- puzzles
- rhythm instruments
- radio
- earrings
- toy phone

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
● Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

O Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
● Share With Others
● Learn Group Play
● Practice Social Transitions

13

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:40

Target Ages:

Preschool

14

More Ear Games

1. **Match Concrete Objects** - Present two ears. Say, "This is an ear." Ask each child in turn to put the ear with the ear. Gradually increase number of irrelevant objects from which (s)he must select ear to match.
2. **Discriminate Objects** - Present several objects. Have each child touch the ear in response to verbal direction, "Touch the ear."
3. **Locate Own** - Have each child touch his/her own ear upon request: "Touch your ear, (child's name)."
4. **Match Pictures** - Present several pictures of common objects. Have each child match the pictures of the ears.
5. **Discriminate Pictures** - Present a group of several unrelated pictures of objects. Have each child touch the picture of the ear in response to verbal direction, "Touch the ear."
6. **Figure-Ground** - Present a "busy" picture with many visual distractions. Ask each child to find the picture of the ear.
7. **Visual Closure** - Partially cover each of several pictures with paper. Ask each child to find the picture of the ear.
8. **Function** - Ask, "What do we do with our ears?"
9. **Association** - Ask, "What goes with the ear?" Use related pictures or objects including hearing aid, ear muffs, etc., with several unrelated objects or pictures.
10. **Imitate Verbalization** - Present an ear and ask, "What is this? Say, 'Ear.'" The child will imitate "Ear."

Materials:

- pictures
- ears (rubber or plastic)
- objects for sound

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
O Music
● Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
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Language Development

● Conversation
O Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

O Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

15

Nose Tunes

1. Sing to the tune of "Here We Go 'Round the Mulberry Bush":
   - Verse 1: This is the way I touch my nose, etc.
   - Verse 2: This is the way I scratch my nose, etc.
   - Verse 3: This is the way I wipe my nose, etc.

2. Sing to the tune of "If You're Happy and You Know It";
   - Verse 1: Touch your nose.
   - Verse 2: Scratch your nose.
   - Verse 3: Wiggle your nose.

3. Sing "My Little Nose Goes Wiggle, Wiggle, Wiggle" to the tune of "This is the Way We Wash Our Clothes":
   - Verse 1: My little nose goes wiggle, wiggle,
     Wiggle, wiggle,
     Wiggle, wiggle,
     My little nose goes, wiggle, wiggle
     Wiggle, wiggle, wiggle.
   - Verse 2: My little eyes go blink, blink, blink (repeat).
   - Verse 3: My little head goes up and down (repeat).

Materials:

(You may wish to add a musical instrument or provide a recording of the songs. Sing with the children, using good eye contact and exaggerated gestures. Children enjoy your enthusiastic participation.)

Activities for:

Physical Development

- O Large Muscles
- O Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

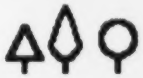
Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

1 hour

Target Ages:

Preschool

16

Noses

1. Have children paste a nose on a blank face or a face with two eyes and a mouth and decorate the border.

2. Have children make a nose collage from people and animal nose pictures. Obtain pictures from catalogs and magazines.

3. Talk about smells and breathing. Keep an informative chatter going with children. Listen intently to their comments and answer their questions.

Materials:

- paste
- faces on paper plates
- pictures
- magazines/print
- scissors

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
● Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:15-:30

Target Ages:

Preschool

17

<u>About Noses</u>

Storytelling About Noses

1. Use a flannel board to tell a story of a little girl walking home from school. She smells flowers, hears birds, and sees a friend. It makes her very happy. She comes home and tells her mother what she smelled, heard, and saw. Use felt cut-outs of school, girl, mother, flowers, bird, and a boy to illustrate story.

2. Talk about elephant's nose:

   An elephant goes like this and that.
   He's terribly big and terribly fat.
   He has no fingers.
   He has no toes.
   But good gracious, what a NOSE!

Materials:

- flannel board objects
- pictures of elephants

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
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Language Development

● Conversation
O Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

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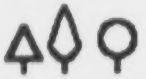
O Increase Social Awareness
O Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:10

Target Ages:

Preschool

18

Fingerplay - The Nose!

Help children learn this fingerplay:

10 little fingers
10 little toes
2 little eyes
And a great big nose!

Materials:

- body parts

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
● Dramatic Play
O Music
O Your Own Activities

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Self-Concept / Social Development

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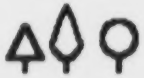
Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:05-:55

Target Ages:

Preschool

19

More Nose Fun

1. **Match Concrete Objects** - Present two noses. Say, "This is a nose." Ask each child in turn to put the nose with the nose. Gradually increase number of irrelevant objects from which (s)he must select nose to match.
2. **Discriminate Objects** - Present several objects. Have each child touch the nose in response to verbal direction, "Touch the nose."
3. **Locate Own** - Have each child touch his/her own nose upon request: "Touch your nose, (child's name)."
4. **Match Pictures** - Present several pictures of common objects. Have each child match the pictures of the noses.
5. **Discriminate Pictures** - Present a group of several unrelated pictures of objects including a picture of a nose. Have each child touch the picture of the nose in response to verbal direction, "Touch the nose."
6. **Figure-Ground** - Present a "busy" picture with many visual distractions including a human face. Ask each child to locate the nose.
7. **Visual Closure** - Partially cover with paper each of several pictures of faces. Ask each child to find the nose in each picture.

Materials:

- objects of choice
- pictures of objects and faces
- rubber noses

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
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Language Development

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O Your Own Development

Self-Concept / Social Development

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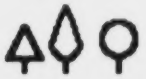
Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

20

Open Your Mouth Song

1. Sing "If You're Happy and You Know It":
   Verse 1: If you're happy and you know it, open your mouth.
   Verse 2: If you're happy and you know it, close your mouth.
2. Sing to the tune of "Thumbkin":
   Open your mouth, open your mouth,
   Just like me, just like me.
   Now you can close it,
   Now you can close it,
   Close it tight, close it tight.

Materials:

(You may choose to use a musical instrument or a recording of the songs, but it is not necessary. Sing with the children, using good eye contact and energetic gestures.)

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
● Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
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Self-Concept / Social Development

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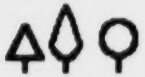
● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

1 hour

Target Ages:

Preschool

Paper Sack Face Puppet

Have an array of cut-out eyes, mouths, noses and ears on the table. Put out small brown paper sacks and paste. Allow the children to paste the facial parts onto one side of sack for hand puppet. Decorate with crayolas.

Materials:

- small paper sacks
- crayolas
- paste
- cut-outs of: eyes, noses, ears and mouths

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
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Language Development

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O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
● Share With Others
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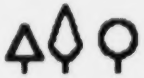
O Practice Social Transitions

21

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

Music Time with Hands

1. Sing to the tune of "Here We Go 'Round the Mulberry Bush":
   - Verse 1: This is the way I clap my hands,
     Clap my hands, clap my hands
     This is the way I clap my hands,
     Clap my two hands.
   - Verse 2: This is the way I rub my hands.
   - Verse 3: This is the way I shake my hands.
   - Verse 4: This is the way I wash my hands.
2. Sing to the tune of "The Bear Went Over the Mountain":
   - Verse 1: My fingers are starting to wiggle,
     My fingers are starting to wiggle,
     My fingers are starting to wiggle,
     Tra-la-la-la-la.
   - Verse 2: My hands are starting to wiggle...
3. Make finger castinets. Use rubber bands to hold a big button on each child's middle finger and thumb and let him play.

Materials:

You may choose to use a musical instrument or a recording of the songs but it is not necessary. Sing with the children, using good eye contact and great demonstrative gestures. Children respond to the rhythms.

- rubber bands
- buttons

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
● Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

O Conversation
O Learning New Words/ Concepts
● Story Development
O Your Own Development

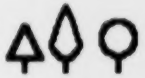
Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
● Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

1 hour

Target Ages:

Preschool

23

Draw Me

Have each child lie down on long strip of newsprint or butcher paper while teacher traces around the body to get the outline of child. Ask the child to lie face up. Help the child cut out her silhouette.

Additions:

- Paste on yarn or paper strips for hair
- Help child to some degree with coloring in details so they will be proud of exhibit.
- Place on wall until the end of unit.

- (If your entry area will accommodate the big dolls, it is a nice conversation piece for welcome time with parents.) (You may have to do a few each day if class is large in size.)

Materials:

- butcher paper
- markers
- yarn or paper hair
- tape

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

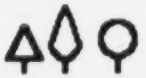
Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

24

Where is Thumbkin? Where is Thumbkin?

Use fingerplay and sing "Thumbkin."

Verse 1:	Where is Thumbkin? Where is Thumbkin?	
	Here I am.	(Left hand, wiggle thumb)
	Here I am.	(Right hand, wiggle thumb)
	How are you today, Sir?	(Right hand, wiggle thumb)
	Very well, I thank you.	(Left hand, wiggle thumb)
	Run away.	(Left hand disappears behind back)
	Run away.	(Right hand disappears behind back)
Verse 2:	Where is Pointer?	(index finger)
Verse 3:	Where is Tall man?	(3rd finger)
Verse 4:	Where is Ring man?	(4th finger)
Verse 5:	Where is Pinky?	(5th finger)

Materials:

You may wish to decorate fingers.

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- ● Numbers
- O Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

25

Obstacle Course Family Parade

Create an obstacle course for the children, either inside or outside. Instruct them to pick a doll or stuffed animal for a family walk through the obstacle course.

Materials:

- Dolls
- Stuffed animals
- Obstacle course objects (nothing sharp or penetrative)
- Outside: old tires and small lumber are wonderful
- Inside: use furniture available

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- O Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:50

Target Ages:

Preschool

Boy or Girl Stick Puppet

Have children make a boy or girl stick puppet by using a small paper plate or circle of stiff paper, gluing it onto a stick, putting features on with permanent markers and using yarn bits for hair and wallpaper scraps for a dress, shirt, or skirt.

Materials:

- small paper plates
- glue stick
- markers
- yarn bits
- wall paper scraps or construction paper
- sticks

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- O Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- O Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

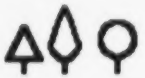
- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- O Practice Social Transitions

26

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

27

"Fest About People" Songs

Sing to the tune of "The Farmer In the Dell":
Verse 1: The farmer takes a girl (boy).
Verse 2: The farmer takes a daughter (son).

Sing "Going to Dance" to the tune of "Mulberry Bush":
Verse 1: Come along girls, we're going to dance;
Going to dance; going to dance;
Come along girls, we're going to dance;
Early in the morning.
Verse 2: Don't we look pretty when we're dancing,
When we're dancing, when we're dancing,
Don't we look pretty when we're dancing,
Early in the morning.

Begin the song and motion to girls (and then boys) to join you. Have children hold hands and walk in a circle as they sing. Eventually, phase out any motions. Let the children decide if they are boys or girls and if they should be in the circle.

Materials:

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
● Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

O Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

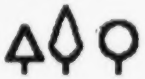
Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
O Share With Others
● Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

1 hour

Target Ages:

Preschool

28

My Family, My Friends and I Album

- An activity that the teacher can assist by writing in the child's name.
- Have a collage of pictures of Moms, Dads, Grandparents, people, babies, children, pets, houses & cars
- Have children pick pictures most meaningful to their lifestyle and paste on the blank pages
- Cut out figures and staple to a book

Materials:

- crayons
- scissors
- staples
- lots of pictures

- patterns follow this activity guide

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

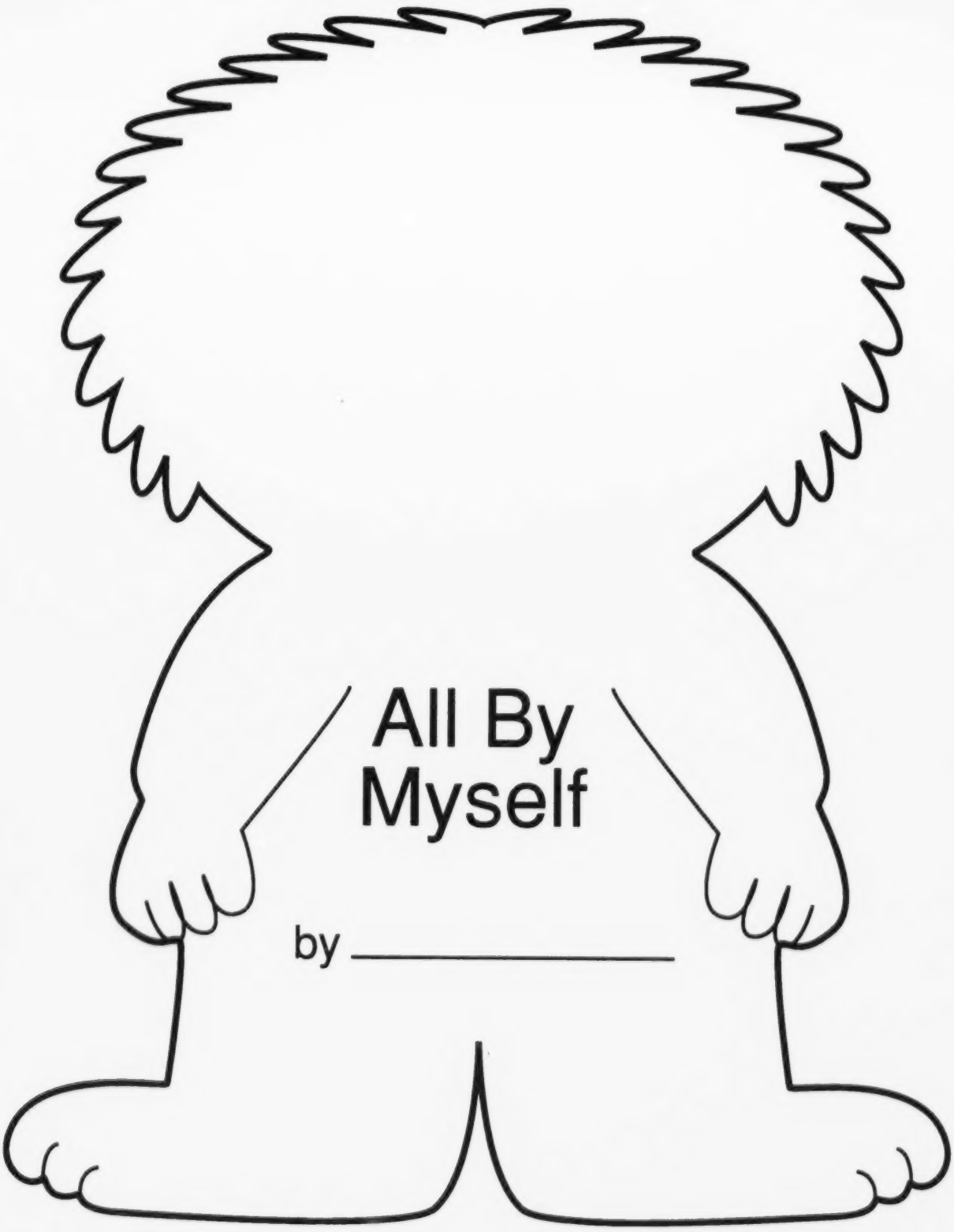
O Science and Nature
O Numbers
● Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

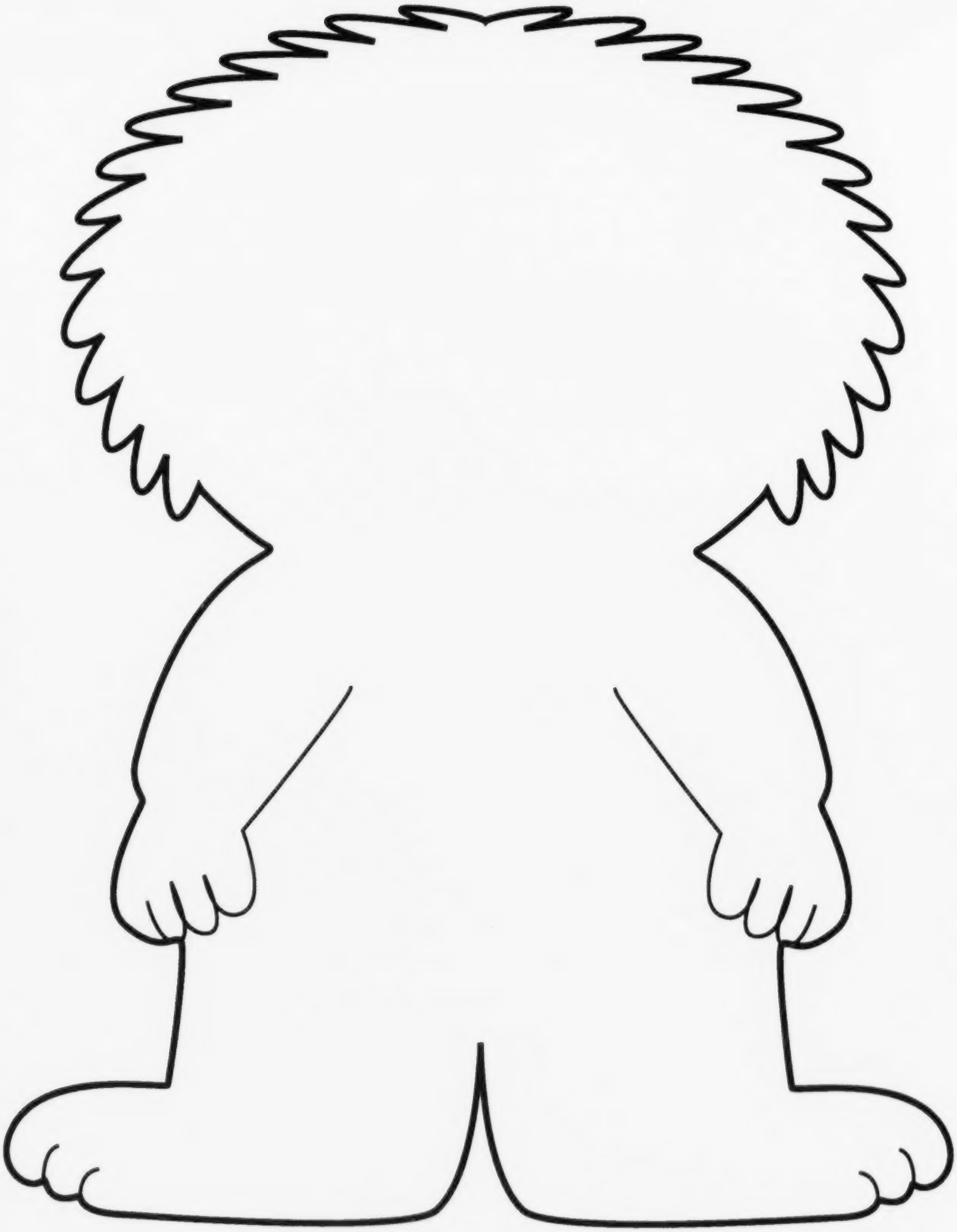
Language Development

O Conversation
● Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
O Share With Others
● Learn Group Play
● Practice Social Transitions

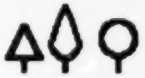

All By
Myself
by _____



Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

1 hour

Target Ages:

Preschool

29

Dress-Up People Party

- Have dramatic play closet loaded with dress-up clothes and career costumes.
- Let your children sit in a circle and describe a family member or friend they are going to dress like.
- Give directions for assembling dress up costume.
- Have a parade in clothes.
- Return to circle to talk about experience.

Materials:

- many dress-up clothes
- career dress-up props
- hats galore
- shoes, purses, umbrellas

Hint: let your Goodwill and Salvation Army donate many such items. Garage sales sometimes are willing to give the remainders of the sale to a preschool program.

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- ● Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

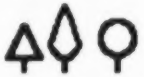
Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- O Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

1 hour

Target Ages:

Preschool

People Collage

Have many, many pictures of people and paste sticks for all. Rollout a sufficient amount of butcher paper for the group to work on from all sides. Let children tell their family story by pasting in an area of the paper. When complete, have children sit in circle with new collage of people in the center. Let them make up stories to tell each other. Assist and prompt only when necessary.

Materials:

- butcher paper
- glue sticks
- plenty of pictures of people
- colors may be added

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
● Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

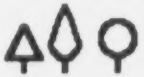
● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
● Share With Others
● Learn Group Play
O Practice Social Transitions

30

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

:30

Target Ages:

Preschool

Sensational

1. The teacher fills a large cardboard box with assorted small objects and covers it with heavy paper, having first made a hole in the paper and attached a long sock.
2. Each child in turn reaches into the box through the sock, feels the object one by one, and tries to identify and describe each object.
3. Teacher and children discuss how the sense of touch helped them learn about the things in the box.

Similar activities can be set up for the other senses. For instance, for smell there can be small bottles filled with liquids to be identified (vinegar, ammonia, peppermint oil, etc.); for hearing, opaque bottles or boxes with one object in each (penny, key, pin, jingle be.) to be identified by shaking the receptacle. "Concentration" is a good game for sight: Present a tray containing eight to ten small objects; remove one object; present the tray again. Can the children identify the missing object?

Materials:

- large cardboard box
- paper to cover the box
- a long sock
- various small objects (e.g., pencil, sandpaper, cotton ball, key, toothbrush, golf ball)
- other materials for variations of Sensational as indicated

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

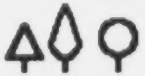
● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
● Share With Others
O Learn Group Play
● Practice Social Transitions

31

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:05

Target Ages:

Preschool

32

"Autumn Leaves"

Slowly sing "Autumn Leaves" to the tune of "Mary Had A Little Lamb":

Falling, falling, autumn leaves,
Autumn leaves, autumn leaves,
Falling, falling, autumn leaves,
Falling on the ground.
Whirling, whirling, autumn leaves,
Autumn leaves, autumn leaves,
Whirling, whirling, autumn leaves,
Whirling all around.

Have children move like slowly falling leaves (falling slowly to the ground), then like leaves whirling in the air (spinning round and round).

Materials:

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
● Dramatic Play
● Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
O Story Development
O Your Own Development

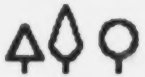
Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
O Share With Others
● Learn Group Play
O Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

1 hour

Target Ages:

Preschool

33

Autumn Tree

- Have a neat tree trunk with extended limbs drawn, painted dark brown on large extended paper and placed on the wall.
- Have an array of autumn colored tissue paper cut in small pieces.

- Encourage children to pick up many different colors and paste on the tree trunk.

Materials:

- glue sticks
- various autumn colors of tissue paper cut into lots of small pieces
- paper or poster board and brown paint for tree

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

● Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
● Handle Peer Relationships
● Share With Others
● Learn Group Play
O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:40-:55

Target Ages:

Preschool

34

Dance of the Leaves

Tune: Hayden's "Surprise Symphony" Autumn Leaves. Sing to the children; tell them to listen for the colors:

Softly, softly falling down
Red and yellow, orange and brown
In the country, in the town
Fall the autumn leaves.

Make leaves in four colors. Staple to a streamer or crepe paper and dance to the music. Let the leaves gently fall to the ground.

You may let children assist in cutting and stapling.
Encourage listening to the music and creating individual and group dances.

Materials:

Make in advance lots of the four colors of leaves (red, yellow, orange, and brown).

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- O Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- ● Numbers
- O Story Time
- ● Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- O Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

1 hour

Target Ages:

Preschool to Older

35

Football Activities

Football Player Exercises: Do the following: jump and click heels together, run in place, and jumping jacks.

Football Throw: Tie inner tube to end of a rope. Suspend from a swing set, clothesline, or tree. Place at eye level. Stand appropriate distance away and throw football through inner tube.
Variations:

a. hike ball through tube
b. kick ball through tube
c. throw ball through tube while it is swinging
d. change heights of tube

Football Relay #1: Form two lines. The first child in each line holds football and runs a specified distance to a line on the floor. He touches the football to the line and runs back, handing the football to the next child. Repeat until everyone in line has completed the drill. Variation: When child reaches the line, he can toss or roll the football to the first child in his line.

Materials:

- inner tube
- rope
- footballs

Activities for:

Physical Development

- ● Large Muscles
- O Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- ● Numbers
- ● Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- O Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
- ● Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

1 hour

Target Ages:

Preschool to Older

35

Football Activities (cont.)

Football Relay #2: Form two lines. The first child in each line passes or hikes the football to the child behind him. This action is repeated until the last child in the line receives the ball. He runs to the front of the line. Continue until everyone has run to the front of the line.

Materials:

- footballs

Activities for:

Physical Development

- ● Large Muscles
- O Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- ● Numbers
- ● Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- O Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
- ● Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

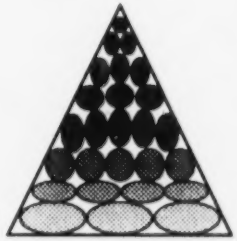
Time:

:20

Target Ages:

Preschool

Nut Count



1. Together Activity: Provide several varieties of nuts. Have children sort them according to variety and size. Let them arrange the nuts in rows, circles, or patterns. Then have them form a tree gluing nuts on according to variety with the largest variety at the bottom (see figure).
2. Make numbered "nut" boxes and have children put the correct number of nuts in each box.
3. Help children sort, count and weigh nuts. Decide whether five acorns are heavier than five chestnuts, etc. Talk about gravity or what happens when one drops a nut.

Materials:

- nuts
- boxes

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
● Numbers
O Story Time
● Shape, Size & Color
O Five Senses
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Language Development

● Conversation
● Learning New Words/ Concepts
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O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
● Handle Peer Relationships
● Share With Others
● Learn Group Play
O Practice Social Transitions

36

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

1 hour

Target Ages:

Preschool

Football Collage

Cut pictures of football players and related scenes from old sports magazines. Examples to look for are stadium, fans, field, and football. Glue onto a large piece of paper that is the shape of a football.

Talk about shapes and color while you are doing it.

Materials:

- lots of pictures of football players and football scenes
- glue
- paper

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
● Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
● Share With Others
● Learn Group Play
O Practice Social Transitions

37

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:10

Target Ages:

Preschool

38

"Leaves Jump Song"

Sing "Leaves" to the tune of "Pop Goes the Weasel":
(pantomime motions)

Round and round and round and round,
Down, down, down, down
Now the leaves are on the ground
Jump in the leaves.

Materials:

Activities for:

Physical Development

- O Large Muscles
- O Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- O Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:30

Target Ages:

Preschool to Older

39

Make Applesauce

Applesauce: 3 cored, sliced apples, 2 cups water

Place water and apples in electric skillet. Boil until soft. Mash in a rotary food press or food mill with metal paddle.
Variation: Peel apples. Boil until soft. Blend in blender.
Variation: Place peeled apples in microwave for a brief period, until soft, then blend in a blender.

1. Plan for earlier boiling and cooling of apples.
2. Children love to be involved in preparing and cooking.
3. Serve in small paper cups with plastic mini spoons.
4. Recipe will serve 6-10 children.

Materials:

- apples
- appliances

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

● Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

O Build Self-Confidence
● Increase Social Awareness
● Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

1 hour

Target Ages:

Preschool

Nature Collage

Arrange and glue leaves, grasses, seeds, and flowers on construction paper. Flowers and leaves may need to be flattened before gluing. To flatten, press in a book between layers of paper toweling.

Variation: Arrange on a piece of waxed paper and cover with another sheet of waxed paper. Adult covers with paper or fabric and presses with warm iron. Tape arrangement to cardboard frame and hang in window.

Materials:

- glue
- leaves, grasses, seeds, flowers
- construction paper
- wax paper
- tape
- cardboard

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

● Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
● Handle Peer Relationships
● Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:05-:40

Target Ages:

Preschool

Leaf Bookmark

Use leaves that are real or cut from paper. Arrange leaves on clear self-adhesive plastic. Place another piece of plastic over the leaves. Cut into two-inch strips or around leaves for a bookmark.

Variation: Cut around leaves, leaving a border of plastic. Punch hole near edge. String yarn through hole. Hang from ceiling to create mobile.

Materials:

- leaves
- self-adhesive plastic
- hole-punch
- yarn
- scissors

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

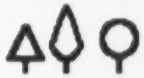
● Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
● Share With Others
O Learn Group Play
O Practice Social Transitions

41

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

:05-:60

Target Ages:

Preschool

42

Easel Painting

Fill baby food jars with tempera paint in a variety of fall colors. Set jars in shelf of easel. Place one large brush in each paint jar. Mount large paper on easel. Spring clothespins can be used to hold paper. Allow ample time for painting.

Variation: For paper, use large brown sack cut to fit easel.

Materials:

- baby food jars
- tempera paint (fall colors)
- easels for pre-schoolers
- large brushes
- large brown sack paper
- spring clothespins

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
● Share With Others
O Learn Group Play
O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:05-:40

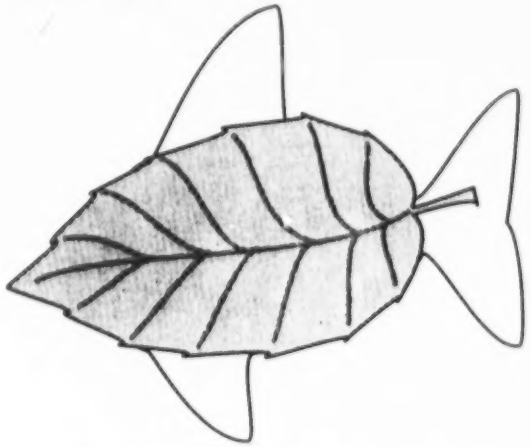
Target Ages:

Preschool

43

Leaf Creatures and People

Glue real or paper leaf on paper. Create a person or animal using leaf for body. To make head, tail, limbs, or wings, use twigs, crayons, or felt-tipped pens.



Materials:

- glue sticks
- leaves
- construction paper
- crayons
- markers
- other decorations

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
● Numbers
O Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
● Share With Others
O Learn Group Play
O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:05-:45

Target Ages:

Preschool

44

Block Printing with Fruits and Vegetables

Use foods with natural juices (e.g., beets, pomegranates, tomatoes), or use fall-colored tempera paint. Cut each into a size convenient for child to grasp. Stamp food on to paper towel, newsprint, or other absorbent paper.

Variation: Dip fruits or vegetables which do not have enough natural juices into paint and then stamp them on paper.

Other tips:

a. Use a cross-section of cabbage. It makes an interesting design!
b. Use a potato cut in half. Make a pattern by cutting a design approximately 1/8" in depth into the flat surface of the potato with a knife. Remove background by cutting to the design from the outer edge of the potato. Leave top half of potato for child to hold.

Materials:

- fall-colored tempera paint
- interesting vegetables

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

● Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
O Share With Others
● Learn Group Play
O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:05-:40

Target Ages:

Preschool

45

Fall Finger Painting

Mix red and yellow paint on paper. Presto! Orange appears. Encourage finger painting in the following ways: zigzags like lightening, mountains, or fire; wiggle lines like a worm, fish, or snake; arcs like waves; circles or loops like sun, moon, or flowers.

Variation: Use different parts of the hands (palm, side, or fingernail).
Note: Finger paint can be made by adding soap flakes to liquid tempera and shaking. Increase amount of soap flakes to thicken paint.

(Finger painting reinforces new concepts using the kinesthetic modality for learning.)

Materials:

- red and yellow finger paint

(Choose different color combination each time you choose this exercise.)

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- O Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- O Numbers
- O Story Time
- ● Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- O Conversation
- O Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:05-:45

Target Ages:

Preschool

<u>Watercolor Leaf</u>

Cut a leaf from yellow construction paper. Paint leaf with watercolors. Leaves can be hung from the ceiling as a mobile.

Materials:

- watercolors
- yellow construction paper
- leaf patterns
- mobile makings

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- O Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- O Practice Social Transitions

46

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

47

<u>A Group of Fingerplays</u>

Our school is a friendly place.
Each child wears a happy face. (fingers to corners of mouth)
There are books, toys, and lots of space. (spread arms out)
We sometimes play games or have a race. (move two fingers)
We make new friends at school.
We share with them because that's the rule! (shake index finger)

Way up high in the apple tree, (hands above head)
Two little apples smiled at me. (form apples with each hand still raised)
I shook that tree as hard as I could, (shaking motion)
Down came the apples. (drop hands)
Ummmmmmm. Were they good! (rub stomach)

Two little houses all closed up tight. (make fists)
Open up the windows and let in the light. (open fist)
Ten little finger people tall and straight, (ten fingers)
Ready for school at half past eight. (walk with fingers)

Materials:

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
● Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
● Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

O Conversation
● Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
O Share With Others
● Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

47

A Group of Fingerplays (cont.)

Five preschool children in a row. (five fingers)
The first one is wearing a bright red bow. (raise respective fingers)
The second one's hands are in his lap.
The third one has a new blue cap.
The fourth one says, "It's a nice day."
The fifth one met a friend on the way.
Who is that friend so new?
Is that friend you? (point to friend)

A squiggle little worm into my apple bit. (wiggle index finger)
He chomped and chomped until the core he hit. (place index finger in center of fist)
I asked him why he did it,
And though it sounds absurd, (shrug shoulders)
He said, "I love apples." (rub stomach)
Now that is what I heard.

Materials:

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
● Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
● Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

O Conversation
● Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
O Share With Others
● Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

47

A Group of Fingerplays (cont.)

Who comes creeping in the night (pretend to creep)
When the moon is clear and bright? (make circle with fingers)
Who paints tree leaves red and gold (pretend to paint)
When the autumn day turns cold? (shiver)
Up the hill and down (move hand up and down)
In and out the brown corn rows, (move hand in and out)
Making music crackling sweet
With his frosty little feet. (point to feet)
Jack Frost!

A little red apple (form circle with hands)
Hung high in a tree, (reach up)
I looked up at it, (look up)
And it looked down at me.
"Come down, please," I called.
And what do you suppose?
That little red apple (form circle with hands)
Dropped right on my nose! (point to nose)

Materials:

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- ● Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

47

<u>A Group of Fingerplays</u> (cont.)

Who comes creeping in the night (pretend to creep)
When the moon is clear and bright? (make circle with fingers)
Who paints tree leaves red and gold (pretend to paint)
When the autumn day turns cold? (shiver)
Up the hill and down (move hand up and down)
In and out the brown corn rows, (move hand in and out)
Making music crackling sweet
With his frosty little feet. (point to feet)
Jack Frost!

A little red apple (form circle with hands)
Hung high in a tree, (reach up)
I looked up at it, (look up)
And it looked down at me.
"Come down, please," I called.
And what do you suppose?
That little red apple (form circle with hands)
Dropped right on my nose! (point to nose)

Materials:

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
● Dramatic Play
O Music
O Your Own Activities

Cognitive Development

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O Five Senses
O Your Own Activities

Language Development

O Conversation
● Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
O Share With Others
● Learn Group Play
● Practice Social Transitions

47

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

A Group of Fingerplays (cont.)

I rake and rake the leaves into a great big heap. (pretend to rake)
Then into the leaves I take a great big leap. (jump and squat)
I cover myself with the leaves and hide from you.
Then I jump up and say, "PEEK-A-BOO!" (jump)

Where do we go to color and sing,
To paint, to play, to go outside and swing, (swing arms)
To listen to stories and have so much fun? (spread arms wide)
Why it's here at preschool. Come!
It's begun! (motion to come)

Two little squirrels (thumbs of both hands point up, fingers rolled into fists)
Sat upon a limb.
One named Jack, (point with right thumb)
One named Jim. (point with left thumb)
Run away Jack, (right thumb disappears behind back)
Run away Jim. (left thumb disappears behind back)
Come back Jack, (right thumb returns to original position)
Come back Jim. (left thumb returns to original position)

Materials:

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
● Dramatic Play
O Music
O Your Own Activities

Cognitive Development

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Language Development

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● Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
O Share With Others
● Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

47

A Group of Fingerplays (cont.)

"Five Little Squirrels":

One, two, three, four, five, (count fingers)
Five little squirrels sitting in a tree.
Said this little squirrel, "What do I see?" (point to each finger in turn)
Said this little squirrel, "I see a gun!"
Said this little squirrel, "Oh, let's run!"
Said this little squirrel, "I'm not afraid."
Said this squirrel, "Let's sit in the shade."
Bang! went the gun, and they all ran away. (clap hands sharply and hide behind back)

Materials:

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
● Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
● Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

O Conversation
● Learning New Words/ Concepts
● Story Development
O Your Own Development

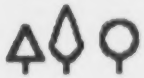
Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
O Share With Others
● Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:05-:30

Target Ages:

Preschool to Older

48

Homemade Peanut Butter with Football Crackers

Shell one pound of peanuts. Chop till fine in blender. Add 1 to 2 teaspoons of cooking oil. Add salt to taste. Spread peanut butter on oval crackers.

It is fun to let children shell peanuts to give them knowledge of what peanuts are like. However, you can use mostly pre-shelled peanuts to save time.

Materials:

- peanuts
- cooking oil
- crackers

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
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O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
● Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:45

Target Ages:

Preschool

49

Pattern Play

1. The teacher sets out colored straws in a repeating pattern. (These can simply be placed in front of each participating child; or, if a group is participating, they can be glued on a piece of poster paper which is hung or propped up where the children can all see it.)
2. The children use their straws to copy the patterns, matching both color and position of the straws.
3. Next, each child creates his/her own pattern and then recreates it exactly.

Variations:

Have children work in pairs: one child lays out a pattern and his/her partner reproduces it, then the children reverse roles.

Use objects other than straws; colored blocks, large wooden beads, or buttons are examples.

Follow-up:

Use a combination of objects to make the pattern to be copied (e.g., red bead, two blue straws, yellow block); the children match object, color and position.

Materials:

- colored straws
- glue
- poster board

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
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● Build Self-Confidence
O Increase Social Awareness
● Handle Peer Relationships
● Share With Others
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Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

50

"How Do You Do?"

(Sing to the tune of "If You're Happy and You Know It")

Good morning, (child's first and last name).
How are you?
Good morning, (child's first and last name).
How are you?
How are you this special day?
We're glad you came to play.
Good morning, (child's first and last name).
How are you?
(Adult shakes child's hand as verse is sung. Repeat with new child.)

Materials:

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
● Music
O Your Own Activities

Cognitive Development

O Science and Nature
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Self-Concept / Social Development

● Build Self-Confidence
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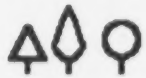
O Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

:30

Target Ages:

Preschool

Blockbuster

1. Teacher and five or six children sit in a close circle on the floor, each with a pile of blocks (or there can be a communal pile in the middle). The teacher builds a block tower.
2. Starting with the first child on the left, the teacher says, "Build a tower taller than mine." On to the next child: "Build one shorter than Ronny's." And the next: "Build one shorter than Lena's." And so on, around the circle.
3. After each child has built his or her tower, the group decides: Is it the height the teacher asked for? They do this before the next child gets his or her "assignment."
4. When all the towers are built, the children get to knock them down.
5. As a finale, the teacher gives all the children 1 minute, in which each is to build the tallest tower possible. The children work simultaneously, and when the minute is up, they decide which tower is tallest.

Other activities: Play a "guessing game" with the children. Go around a circle of children with questions like "Name something taller than you are" and "What can you name that's smaller than this book?" Each child answers as quickly as possible. To give children a "feel" for weights, have them hold two objects of very different weights, one in each hand.

Materials:

- blocks for each child and teacher

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- ● Blocks
- O Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- ● Numbers
- O Story Time
- ● Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- ● Practice Social Transitions

51

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:30

Target Ages:

Preschool

Fall Fingerplays

1. Pretty leaves are falling down, (flutter fingers)
   Green, orange, yellow, and brown. (point to colors)
   Here comes one colored red.
   It landed on my head! (tap head)
2. "Come autumn leaves," said the
   wind one day. (motion to come)
   "Fly into the sky with me and play. (lift hand upward)
   We can dance and twirl (twirl)
   Until the days grow cold; (shiver)
   Then into a corner you will curl." (curl into ball)
3. Autumn leaves float quietly down (flutter fingers & whisper)
   and form a carpet on the ground. (move hands just above floor)
   But when those leaves are
   stepped upon, (pretend to step on leaves)
   Listen and they will make a
   crackling sound. (place hand behind ear)

Materials:

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- O Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- O Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

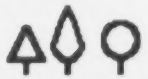
- ● Build Self-Confidence
- O Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- O Practice Social Transitions

52

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

1:30

Target Ages:

Preschool to Older

<u>Fall Fingerplays</u> (cont.)

4. Leaves are falling to the ground. (flutter fingers)
   Some are orange, others brown.
   Flowers disappear from sight.
   Birds fly south in patterned flight. (pretend to fly)
   Fall is here. Warm weather is gone.
   Soon the snow will cover the lawn. (shiver)
5. Five autumn leaves hanging from a tree. (hold up five fingers)
   The first one said, "Very soon we'll be free."
   The second one said, "I'm falling to the ground."
   The third one said, "I'll sail to town."
   The fifth one said, "Fall sure is great." (hold up respective fingers)

Materials:

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- O Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- O Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- O Practice Social Transitions

52

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

1:00-1:30

Target Ages:

Preschool to Older

53

Fall Calendar

1. From paper, cut thirty-one leaves.
2. Write numbers from 1 to 31, one on each leaf to indicate the dates on the October calendar.
3. Place correct number on calendar each day in October.
4. Discuss dates, days of week, and holidays.

Variation: Instead of leaves, use footballs, football players, ghosts, pumpkins, or apples. Use cake to signify a birthday celebrated during the month.
(Teacher makes the basic calendar grid ahead of time and may use the September calendar as a model.)

Materials:

- construction paper (fall colors)
- scissors
- markers

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

● Science and Nature
● Numbers
O Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
● Story Development
O Your Own Development

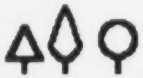
Self-Concept / Social Development

O Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
● Share With Others
● Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:05-:10

Target Ages:

Preschool

54

"Around the House We Go"

Sing to the tune of "Farmer in the Dell":

Around the house we go,
Around the house we go,
Hi-ho, the deery-o,
Around the house we go,

Materials:

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

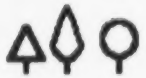
Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:05-:10

Target Ages:

Preschool

55

"Ten Little Houses"

Sing to the tune of "Ten Little Indian Boys":

One little, two little, three little houses,
Four little, five little, six little houses,
Seven little, eight little, nine little houses,
Ten little houses to live in.

Materials:

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- ● Numbers
- O Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

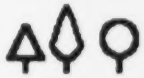
Self-Concept / Social Development

- O Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

:05-:55

Target Ages:

Preschool

Where We Live Collage

1. Stretch out a long piece of butcher paper on the wall.
2. Explain to children that they are going to make a marvelous mural of "Where We Live" during the week.
3. Divide the paper into five parts (1 block for each day -- as you study -- homes, living rooms, kitchen/dining, bedroom, bath).
4. Lay the mural paper down on table (roll up unused portion).
5. Have plenty of pictures cut out from home magazines and catalogs of homes, living room, kitchen and dining, bedroom and bath fixtures and furnishings.
6. Allow children to choose items and paste them on the paper to build a collage (after adequate discussion).
7. This activity will be repeated each day until the children have completed the mural.

Materials:

- paste or glue sticks
- butcher paper
- lots and lots of pictures

(Parents may be involved and invited to cut out and bring pictures to add.)

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
● Handle Peer Relationships
● Share With Others
● Learn Group Play
● Practice Social Transitions

56

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:30

Target Ages:

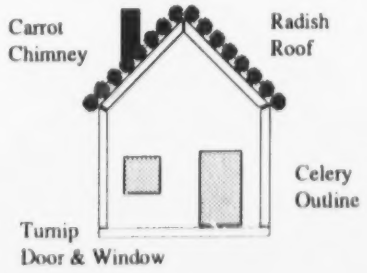
Preschool

Relish Tray House - Snack

1. Prepare an array of raw vegetables for bite-size consumption.
2. Suggestions are: carrot strips, celery strips, radish slices, turnip squares.
3. Arrange on a large tray or clean plastic tablecloth in the outline of a house.
4. Encourage children to try one of each.

Materials:

- vegetables - raw, sliced for building according to your plan



Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

O Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
● Share With Others
O Learn Group Play
O Practice Social Transitions

57

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:05-:55

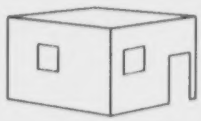
Target Ages:

Preschool

58

House Boxes

1. Have several refrigerator and washer/dryer boxes each precut with a door and a couple of windows.
2. Explain to the children that they may go into them, but to treat them gently, as they would their own home.
3. Define an area for the houses. Have the different size boxes in a row.
4. Let the children paint the houses.
5. Decorations of added details are next (teachers will want to guide to increase learning and joy).



Suggestions:

- Let children work on outdoor houses throughout the week.
- Have one house for every 4 or 5 children, if at all possible.

Materials:

- large appliance boxes
- paint
- furniture from dramatic play -- for the last part of the week
- details -- curtains, shatter-proof flower boxes

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- ● Numbers
- O Story Time
- ● Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

59

Guessing Game

Teacher says, "I'm thinking of a toothbrush." Let children say which room would probably contain a toothbrush: the bathroom.

Continue game by naming objects that are usually found in certain rooms.

Materials:

Activities for:

Physical Development

- O Large Muscles
- O Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- ● Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:10

Target Ages:

Preschool

60

"I Walk to Find the Sofa"

Sing to the tune of "Farmer in the Dell":

I walk to find the sofa
I walk to find the sofa
Hi-ho the deery-o
I walk to find the sofa

(have each child identify the sofa in a group of objects)

Verse 2: I walk to find the chair
Verse 3: I walk to find the T.V.
Verse 4: I walk to find the table
Verse 5: I walk to find the lamp

(For kitchen change "sofa" to refrigerator, stove, sink, dishwasher. Adapt song for other rooms.)

Materials:

- a living room set up in front of room for the entire day

(No sofa: cover two or three chairs with a spread)

(Make the area attractive to use for a prop today!)

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
● Dramatic Play
● Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

O Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

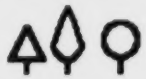
Self-Concept / Social Development

O Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
● Share With Others
● Learn Group Play
O Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

:20

Target Ages:

Preschool

Living Room Story

1. Tell a flannel board story. Cut out pictures of various rooms in the house and out of flannel cut out a sofa.
2. Make up a story about a little sofa looking for a place to live.
3. The sofa interacts with the children and asks them "Is this my room?" "Why not?" "Why?"
4. Expand the story by doing the same activities for a TV, chair, table, lamp, bookshelves.

Materials:

- flannel board
- flannel cut-outs for sofa, TV, chair(s), table, lamp, bookshelves

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
● Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
● Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● IncreaseSocial Awareness
O Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

61

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:05-:55

Target Ages:

Preschool

62

Shoe Box TV Theatre

Have each child bring in a shoe box. Help child cut out one side for a TV screen. Have child wrap pre-cut paper around index finger and tape together to form a cylinder. Draw face on cylinder and add string or yarn to tip for hair. Each child now has a finger puppet to perform on the shoe box TV (see figure).

If preparation time is scarce, several children can share one TV. However, this is a favorite take-home learning toy.

Shoe boxes can be prepared by aides, volunteers or older children the day before.

Have children act out what their parents talk about in the living room.

Materials:

- shoe box for each child
- paper
- yarn (to be used for hair)

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
● Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
● Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
● Story Development
O Your Own Development

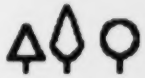
Self-Concept / Social Development

● Build Self-Confidence
● IncreaseSocial Awareness
O Handle Peer Relationships
O Share With Others
● Learn Group Play
O Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-30

Time:

:05-:10

Target Ages:

Preschool

63

"I'm a Little Teapot"

I'm a little teapot
Short and stout. (pantomime)
Here is my handle, (put hand on hip)
Here is my spout. (other hand out as spout)
When I get all steamed up,
Then I shout,
"Tip me over, (pantomime tipping and
And pour me out." pouring)

Materials:

Activities for:

Physical Development

- ● Large Muscles
- O Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- ● Story Time
- O Shape, Size & Color
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- O Your Own Development

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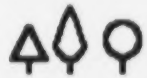
- ● Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

1:30

Target Ages:

Preschool

Kitchen Games

1. Set out several toy stoves, ovens and toasters, pots and pans, clay or play dough, and spoons and allow for free play or dramatic play.
2. Let one child pretend to cook with a toy stove, oven, toaster, pots and pans and spoons in front of small groups. Have one child describe what is being cooked and let the other children guess what it is.
3. Encourage and emphasize using clay to mold a pot or pan. Have doll-size pots and pans out as models.

Materials:

- toy stoves, ovens, toasters, pots and pans
- play dough
- spoons

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
● Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
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Language Development

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O Your Own Development

Self-Concept / Social Development

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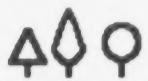
● Learn Group Play
O Practice Social Transitions

64

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:10

Target Ages:

Preschool

65

Fingerplay "Five Little Piggies"

It's time for my piggies to go to bed,
The nice, big, mother piggy said. (wiggle right thumb)
Now I shall count them to see, (hold up left hand)
If all my piggies have come back to me.
One little piggy, two little piggies, (count fingers)
Three little piggies dear,
Four little piggies, five little piggies,
Yes, they are all here.

Materials:

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
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Cognitive Development

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Self-Concept / Social Development

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- O Handle Peer Relationships
- O Share With Others
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- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:05-:55

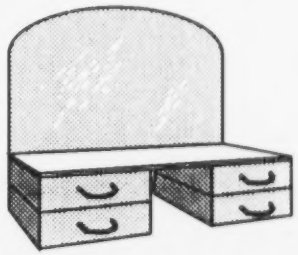
Target Ages:

Preschool

66

Q-Tip Box Dresser

Help the children make a small doll dresser. Let the children paint the dresser (Q-tip box), glue the aluminum foil on the cardboard backing (mirror), string the yarn through the holes in the "dresser drawers", and glue the drawers together. Knot yarn after it is strung and fasten "mirror" to back of dresser (see figure).



Materials:

- several halves of a Q-tip box
- small piece of cardboard for the mirror backing
- a small piece of aluminum foil
- a knotted (large knot) piece of yarn

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

● Science and Nature
O Numbers
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Language Development

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O Your Own Development

Self-Concept / Social Development

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O Share With Others
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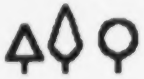
O Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

:55

Target Ages:

Preschool

67

Shoe Box Bedroom

Help each child make a shoe box bedroom. Give each child a shoe box with the sides flattened. Have each child decorate it with rugs, windows and doors. From an envelope containing pictures of things to sleep on (such as various beds, a crib, a bassinet, a hammock, a sleeping bag, a water bed, etc.), the child selects a "bed" for the shoe box room and glues it into his bedroom.

Materials:

- shoe box
- pictures
- glue stick

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
● Story Development
O Your Own Development

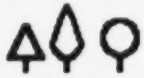
Self-Concept / Social Development

● Build Self-Confidence
O IncreaseSocial Awareness
O Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:05-:10

Target Ages:

Preschool

68

"This Is the Way We Brush Our Teeth"

Sing to the tune of "This Is the Way We Wash Our Clothes":

Verse 1: This is the way we brush our teeth,
Brush our teeth, brush our teeth;
This is the way we brush our teeth,
Using the bathroom sink.

Verse 2: This is the way we wash our hands

Children and teacher make-up new verses. Pantomime each verse.

Materials:

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
● Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
● Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

O Conversation
O Learning New Words/ Concepts
● Story Development
O Your Own Development

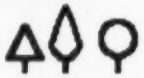
Self-Concept / Social Development

● Build Self-Confidence
● IncreaseSocial Awareness
O Handle Peer Relationships
● Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

:55

Target Ages:

Preschool

69

Favorite Animal Hand Puppets

Let children select their favorite animal from a large array of animal pictures. Picture should be pre-cut to fit in a regular-size paper plate. Let children glue on paper plate. Go around visiting with each child as he is doing his work. Make sure he knows: (1) the name of his chosen animal, and (2) whether the animal is *tame* or *wild*. Place a tongue depressor on the back of the plate for a holder to make the animal a hand puppet.

Materials:

- tongue depressor
- glue sticks
- paper plates
- tape

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
● Dramatic Play
O Music
O Your Own Activities

Cognitive Development

● Science and Nature
O Numbers
● Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

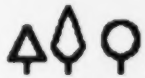
Self-Concept / Social Development

● Build Self-Confidence
● IncreaseSocial Awareness
O Handle Peer Relationships
O Share With Others
O Learn Group Play
O Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

Animal Parade

1. Have a rousing parade marching song ready for outdoor sound.
2. Have children form little groups, couples or lines, to march around the grounds. Teachers can dress up as animals or clowns and be a part of the parade.
3. Have children hold hand puppets up to their faces.
4. Children should be encouraged to make loudly the sounds of their animals.
5. Children may crawl on all fours if ground is suitable.

Materials:

- music
- animal hand puppets

Activities for:

Physical Development

- ● Large Muscles
- O Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- ● Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

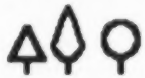
- ● Build Self-Confidence
- ● IncreaseSocial Awareness
- O Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- O Practice Social Transitions

70

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:10

Target Ages:

Preschool

"My Turtle"

Sing to the tune of "Did You Ever See A Lassie?":

Have you seen my turtle, my turtle, my turtle?
Have you seen my turtle with his hard shell.

Materials:

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- O Numbers
- O Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

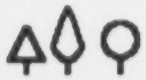
- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

71

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:20

Target Ages:

Preschool

72

Turtle Fingerplay

1. I had a little turtle,
   I thought that he was dead (balled fist)
   I tapped him on the back (with other hand)
   And out popped his head. (out points finger)

2. "There Was a Little Turtle," by Rachel Lindsey
   There was a little turtle, (make a small circle with hands)
   He lived in a box, (make a box with both hands)
   He swam in a puddle, (wiggle hand)
   He climbed on the rocks. (climb finger of one hand up over the other)
   He snapped at a mosquito, (clap hands)
   He snapped at a flea, (clap hands)
   He snapped at a minnow, (clap hands)
   He snapped at me. (point to self)
   He caught the mosquito, (hold hands up, palms facing forward; quickly bend fingers shut)
   He caught the flea, (same motion)
   He caught the minnow, (same motion)
   But he didn't catch me. (bend fingers only half way shut)

Materials:

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- O Numbers
- O Story Time
- O Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:20

Target Ages:

Preschool

Turtle Hunt

Explain to the children that you have hidden a turtle(s) -- the more the better - around in different places. Let the children find them. Give clues if necessary. Teach them about the slow-moving nature of the turtles. You may reward the first finds with loud claps or tokens. Let the children play with the turtle(s).

(This exercise works great inside also.)

Materials:

- turtle(s) (no snapping turtles)

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- O Music
- ● Your Own Activities

Cognitive Development

- ● Science and Nature
- O Numbers
- O Story Time
- O Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- O Practice Social Transitions

73

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:15

Target Ages:

Preschool

Fruit Turtles

1. Slice bananas in regular-sized rounds.
2. Show children how to place raisins on each for the head and feet.
3. Encourage plenty of good eating of both.

(You can count the pieces out also.)

Materials:

(For each turtle)

- banana slices
- five raisins

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

● Science and Nature
● Numbers
O Story Time
O Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
● Share With Others
O Learn Group Play
● Practice Social Transitions

74

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:05-:55

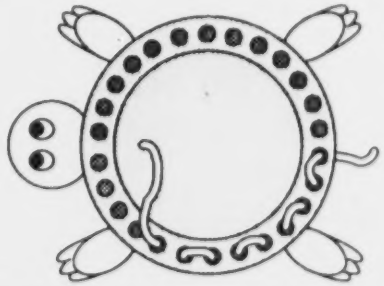
Target Ages:

Preschool

Take-Home Turtles

1. Make holes in pairs of paper plates, insides together.
2. Cut out turtle heads, legs and tails for each child.
3. Help the child staple these to one of his paper plates.
4. Join paper plates and sew them together with green yarn.
5. Have children decorate the top of the shell with markers (see figure).

Let children take home at the end of the day.



Materials:

- paper plates
- construction paper
- yarn
- markers

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- O Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- O Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- O Practice Social Transitions

75

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:15

Target Ages:

Preschool

76

Animal Rhythm Game

Play a rhythm game. Have the children stand in a circle and play appropriate music so they can "jump like a cat, run like a dog, fly like a bird, swim like a fish and walk like a turtle." This can be played without music by having a child hold up a picture of one of the named animals as a cue of which to imitate.

Materials:

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- ● Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- ● Your Own Activities

Cognitive Development

- ● Science and Nature
- ● Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- O Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

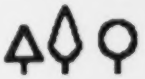
Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:05-:30

Target Ages:

Preschool

77

Dog Songs

Singo "Bingo":
There was a boy who had a dog,
And Bingo was his name.
Oh! B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,
And Bingo was his name-O.

Sing "How Much Is that Doggy in the Window?":
How much is that doggy in the window,
The one with the waggily tail?
How much is that doggy in the window?
I wonder if he is for sale?

Sing "I Love My Dog" to the tune of "Down In the Valley":
I love my doggy, my doggy loves me.
I love my doggy, my doggy loves me.
I love my doggy, bow wow, bow wow, bow wow, bow wow.

Sing "Old MacDonald" with a dog verse. Conclude with "Old MacDonald had some pets."

Materials:

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
● Music
O Your Own Activities

Cognitive Development

● Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
O Share With Others
● Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:05-:20

Target Ages:

Preschool

78

Pet Rock Dogs

1. Have a good selection of different-size rocks that are smooth and clean.
2. Help children choose from the sorted rocks. Use a large one for the dog's body and smaller rocks for the head and even smaller ones for the feet.
3. Demonstrate a finished pet rock dog.
4. Help children glue the rocks together. (Don't worry about too many details.)
5. Assist the children in painting a "happy doggie face."

Materials:

- rocks
- glue
- paint

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- ● Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- O Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:05-:55

Target Ages:

Preschool to Older

Puppy Book Marker

Let children paint puppy dog faces on tongue depressor sticks.

Smaller children may want to use stickers or paste small pictures of dogs on the sticks.

Materials:

- tongue depressors
- markers
- paint
- little pictures or stickers

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

● Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
● Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

79

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

80

Goldfish Tunes

Sing "Have You Seen My Goldfish?" to the tune of "Oh, Do You Know the Muffin Man?":

Oh, have you seen my goldfish, my goldfish, my goldfish? (hold up picture of a goldfish in a bowl)
Oh, have you seen my goldfish in his goldfish bowl?

Sing:
"All the fish are swimming in the water,
All the fish are swimming in the water,
All the fish are swimming in the water,
Bubble, bubble, bubble, bubble, SPLASH!"

Materials:

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- O Numbers
- O Story Time
- O Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- O Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:30

Target Ages:

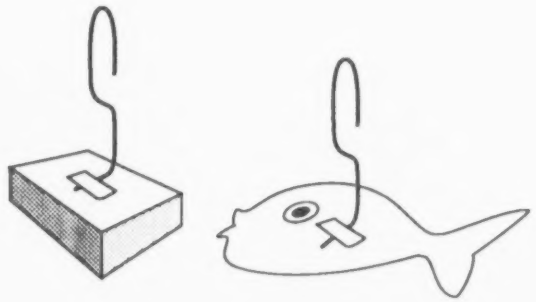
Preschool

Go Fishing for Treats!

Use boxes of raisins or other small packaged treats as the fish. Have a paper clip clipped or taped to the treat.

Make a "fishing rod" by tying a string with a large magnet on the end of a yardstick.

The treats are put in a large fishbowl or empty aquarium tank. The children go fishing by lowering the magnet into the bowl. Ask, "What did you catch?"



Materials:

- magnets
- yard sticks
- string
- paper clip
- treats
- tape
- blue cloth or tank

(A blue cloth or designated floor area for lake may be used instead of tank or bowl.)

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- ● Numbers
- O Story Time
- O Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

81

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:55

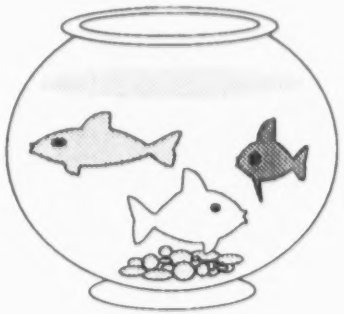
Target Ages:

Preschool

Giant Fishbowl

- Teacher has drawn a giant fishbowl on the wall. Give each child three cut-out fish in different sizes. Allow them to decorate and color fish with markers or crayons.
- Have the children paste their fish in the bowl.
- Have children make up a story about their fish and tell it when they paste their fish in the bowl.

(You can add rocks at bottom of bowl and blue crayon marks as water lines.)



Materials:

- fish cut-outs (three sizes)
- colored markers or crayons
- glue sticks
- rocks

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

● Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

O Conversation
● Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
● Handle Peer Relationships
O Share With Others
● Learn Group Play
O Practice Social Transitions

82

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:20

Target Ages:

Preschool

<u>Kitty Cat Songs</u>

Sing "Old MacDonald":

Old MacDonald had a farm,
E-I-E-I-O
And on this farm he had a cat,
E-I-E-I-O
With a meow-meow here, meow-meow there,
Here meow, there meow
Everywhere a meow-meow.
Old MacDonald had a farm,
E-I-E-I-O

Have the children hold pictures of various pets. A child stands when his animal picture is named. Conclude the song with a last verse of "Old MacDonald had some pets."

Materials:

- pictures of pets

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
● Music
O Your Own Activities

Cognitive Development

● Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
O Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

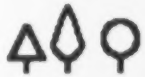
● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
● Share With Others
● Learn Group Play
● Practice Social Transitions

83

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:20

Target Ages:

Preschool

Kitty Cat Songs (continued)

Sing "I Love My Kitty" to the tune of "Down In The Valley":

I love my kitty (cat), my kitty loves me.
I love my kitty, my kitty loves me.
I love my kitty, meow, meow, meow, meow.
I love my kitty, meow, meow, meow, meow.

Sing "Where Can the Kitty Be?" to the tune of "Oh, Dear, What Can the Matter Be?"

Oh, dear, where can the kitty be?
(show a picture of a cat asleep in a basket)
Oh, dear, where can the kitty be?
Oh, dear, where can the kitty be?
She's in her basket (bed) asleep.

Materials:

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- O Numbers
- O Story Time
- ● Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- O Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

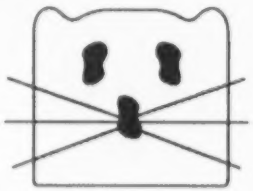
:30

Target Ages:

Preschool

Cat Face Sandwiches

1. Have the children pinch the corners of bread for ears. Add peanut butter, raisin eyes, and pretzel whiskers.



2. Have ingredients on the table with one cat face prepared on a plate.
3. The children can prepare at one table and sit at another to eat.

(Warm milk to drink at snack time and let children lap it up like a cat.)

Materials:

- bread
- peanut butter
- raisins
- pretzels
- milk

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
O Music
● Your Own Activities

Cognitive Development

● Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
● Five Senses
● Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
● Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

84

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:55

Target Ages:

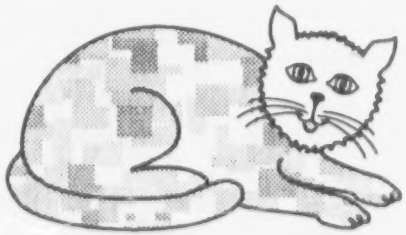
Preschool

85

Big Cat

Draw an outline of a giant cat with heavy magic marker. Have a parent bring bits of cotton print cloth scraps. Tape the cat to a wall at child level. Have the children glue on the bits of cloth in sections to make a Calico Cat. (see figure)

Use this opportunity to talk about the many interesting things about cats, cat life and habits, and caring for cats as pets.
Have children count cotton pieces they use.
Have children name colors of cloth.



Materials:

- cotton
- print cloth scraps
- glue sticks

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- O Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- ● Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
- O Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

86

What Kind of Pet Will I Be?

Use the pattern from the next page and let children decide what animal they want the circles to become. Have plenty of markers, colors, decorations and glue for them to transform animals. If children are still trying to learn animal parts and have limited eye-hand coordination, have several simple patterns you have completed for their inspection.

Materials:

- glue
- crayons
- decorations
- markers

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

● Science and Nature
O Numbers
O Story Time
● Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

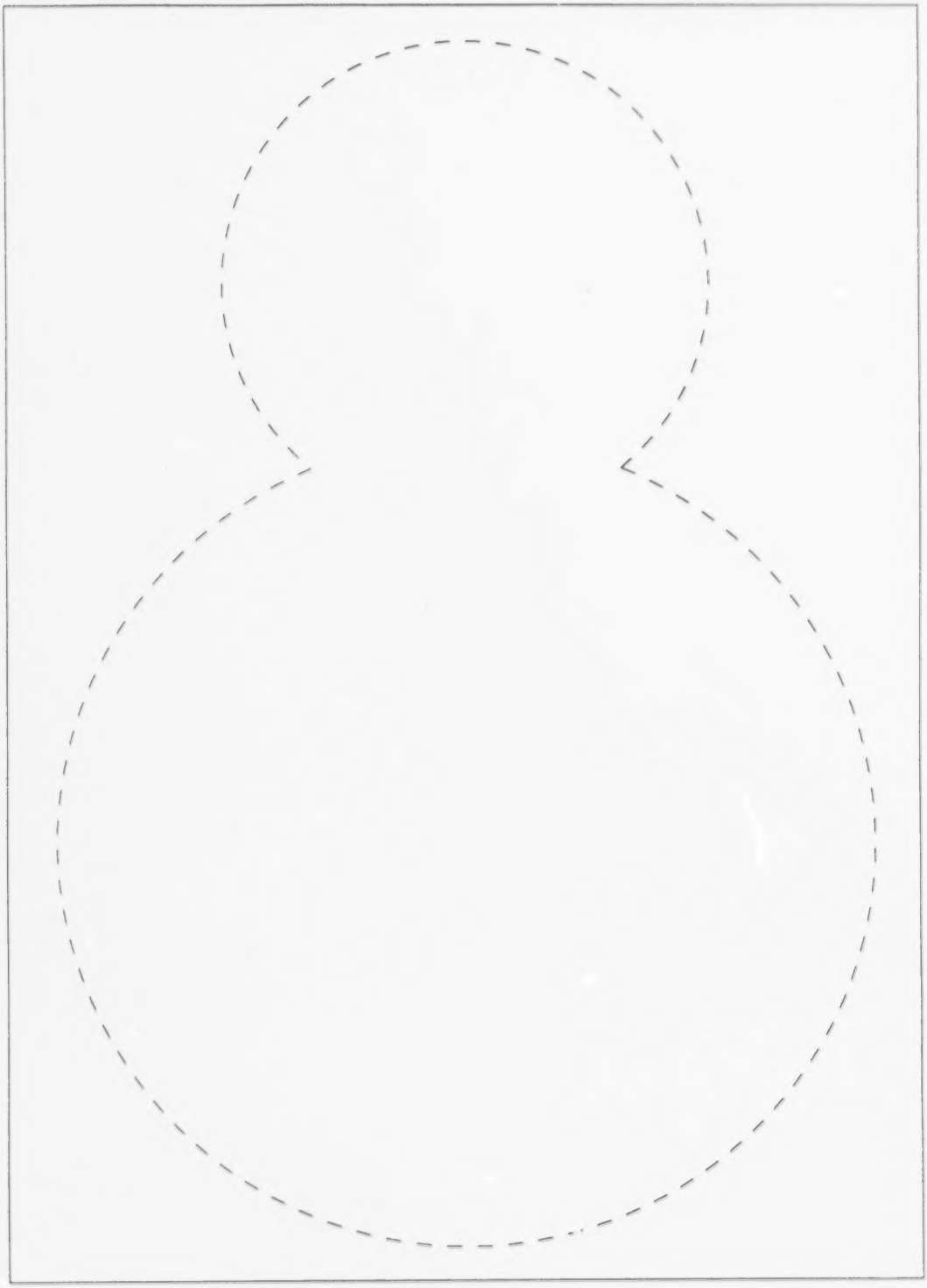
● Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
● Handle Peer Relationships
O Share With Others
● Learn Group Play
● Practice Social Transitions

Name _____

What Kind of Pet Will It Be?



A dog, a cat, a rabbit.. or maybe a turkey?

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:20

Target Ages:

Preschool

87

This Is the Way Animals Talk! Fingerplay

Form hand into a mouth.

This is the way the dog talks
Bow-wow, bow-wow. (children make appropriate animal sound)
This is the way the cat talks
Meow, meow.
This is the way the bird talks
Chirp-chirp, chirp-chirp.
This is the way the fish talks
(no sound - all mouths quiet)
This is the way children talk
Hurrah, hurrah.

Materials:

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- O Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- O Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:20

Target Ages:

Preschool

88

Halloween Facts and Customs

Select appropriate information to share with children.

Facts:

1. Halloween takes place on October 31.
2. Children wear costumes and masks.
3. Many go trick-or-treating.
4. Parents or teachers may carve jack-o'-lanterns out of pumpkins.

At Halloween parties, people enjoy fortunetelling, hearing stories about ghosts and witches, and bobbing for apples.

Historically, trick-or-treating is the main Halloween activity. Costumed children go from door to door saying "trick or treat." Neighbors give out treats to prevent children from playing tricks on them. In recent years, communities and schools have held carnivals on Halloween for safety reasons.

Materials:

- decorations about center
- Halloween pictures
- sample costumes

Activities for:

Physical Development

O Large Muscles
O Small Muscles
● Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
O Music
● Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
● Story Time
O Shape, Size & Color
O Five Senses
● Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

O Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
● Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:20

Target Ages:

Preschool

89

Pumpkin Songs

Sing "Shining Pumpkin" to the tune of "Baa, Baa Black Sheep":
Pumpkin, pumpkin, shining bright,
That's how I know it's Halloween night.
Boo!

Sing "Jack-O-Lantern" to the tune of "London Bridge is Falling Down":
Jack-O-Lantern shining bright,
Shining bright, shining bright,
Jack-O-Lantern shining bright,
Shinir ' in the night.

Sing "Did You Ever See A Pumpkin" to the tune of "Did You Ever See a Lassie?":
Did you ever see a pumpkin, a pumpkin, a pumpkin?
Did you ever see a pumpkin, on Halloween night?
Repeat.

Materials:

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
● Music
O Your Own Activities

Cognitive Development

● Science and Nature
● Numbers
O Story Time
O Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
● Share With Others
● Learn Group Play
O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

90

Cheese Pumpkins

Let children make and eat these.

Cut cheeses into 1/2" cubes and let stand at room temperature until softened. Blend together. Shape into 1" balls. Place a raisin or slice of green pepper on the top for pumpkin stem.

Materials:

- 8 ounces cream cheese
- 16 ounces American cheese

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
O Dramatic Play
O Music
● Your Own Activities

Cognitive Development

● Science and Nature
O Numbers
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Self-Concept / Social Development

● Build Self-Confidence
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O Handle Peer Relationships
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● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:10

Target Ages:

Preschool

Five Little Pumpkins Fingerplay

Five little pumpkins sitting on a gate, (hold hand up and move each finger as it talks)
The first one said, "Oh my, it's getting late."
The second one said, "There are witches in the air."
The third one said, "But we don't care."
The fourth one said, "Let's run and run and run!"
The fifth one said, "I'm ready for some fun."
Whooo-oo-oo went the wind and out went the lights, (close hand)
And the five little pumpkins rolled out of sight. (roll hand behind back)

(A bulletin board showing five pumpkins on a gate would help to illustrate the story.)

Materials:

- bulletin board supplies
- pumpkin finger puppets (stick-ons or felt slip-ons)

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
O Music
● Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
● Story Time
● Shape, Size & Color
● Five Senses
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Language Development

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● Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
O Increase Social Awareness
● Handle Peer Relationships
O Share With Others
O Learn Group Play
O Practice Social Transitions

91

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

92

"Pick-A-Pick-A-Pumpkin"

Encourage children to socialize while enjoying snack time. Around table, start reciting Pick-a-pick-a-pumpkin. Get children to recite and memorize many little verses.

"Pick-A-Pick-A-Pumpkin"

Pick-a-pick-a-pumpkin
From the pile
We can make his eyes
And a great big smile
Pick-a-pick-a-pumpkin
Round and clean
Then we'll be ready for Halloween
Halloween, Halloween
Then we'll be ready for Halloween.

Snack: Cut American cheese slices into round shapes and place on cracker. If desired, cut small features from cheese or use raisins to make jack-o'-lantern.

Materials:

- cheese
- crackers
- raisins

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- ● Blocks
- O Dramatic Play
- O Music
- ● Your Own Activities

Cognitive Development

- ● Science and Nature
- ● Numbers
- ● Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:55

Target Ages:

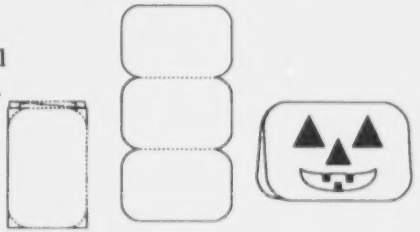
Preschool

93

Jack-O'-Lanterns

Jack-O'-Lantern: Provide a round piece of orange construction paper and a variety of smaller shapes for facial features. Select small shapes and glue onto circle to make jack-o'-lantern face.

3-D Pumpkin: Fold lightweight orange paper into three equal sections. Cut round corners. Unfold and tape two ends together. Color or paste shapes on one side to form face of jack-o'-lantern.



Scrap paper Jack-O'-Lantern:
Draw a circle on black construction paper. Paint circle with glue. Tear scraps of orange paper into small pieces. Arrange scraps on glue. Add torn scraps of yellow paper for eyes, nose, and mouth.

- Have several different jack-o'-lanterns designed for children to view. Encourage them to select what they would like to make for a jack-o'-lantern.

Materials:

- glue
- construction paper (black, yellow and orange)
- circle patterns
- light-weight orange paper
- paint
- yellow tissue paper
- scissors
- markers

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- ● Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- O Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

1 hour

Target Ages:

Preschool

94

Pumpkin Patch

Help the children make a pumpkin patch with pumpkin vines, pumpkins and leaves. Make the vines by cutting large spirals from green construction paper. Hang them up and let them run along the edges of the room or on a designated table.

Sponge paint pumpkins and add to the vines. When sponge painting, the paint should be thick and placed in flat containers, a small amount at a time. Show children how to dip the sponge on the flat side, without pressing, and paint on paper with an "up-down" motion rather than a smearing motion. Let the children experiment on newspaper before painting the pumpkins.

Cut large green leaves and let the children glue them to the vine. (See figures.)

Materials:

- green construction paper
- sponges
- paint
- paint tray
- glue

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- ● Numbers
- ● Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

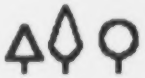
Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

95

Black Cat Songs

Sing "Halloween's Here" to the tune of "Twinkle, Twinkle, Little Star":

Halloween has come at last,
Witches, ghosts and big black cats,
Funny faces around about,
People laugh and people shout.
Pumpkins shine and cats meow,
Meow, meow, meow, meow, meow, meow, meow.
Halloween has come at last,
Witches, ghosts, and big black cats.
BOO! BOO!

Sing "Did You Ever See A Black Cat?" to the tune of "Did You Ever See A Lassie?":

Did you ever see a black cat, a black cat, a black cat?
Did you ever see a black cat on Halloween night? (short meow)
Repeat.

Materials:

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
● Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
● Story Time
● Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
● Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

95

Black Cat Songs (cont.)

Sing "Black Cat" to the tune of "Mary Had A Little Lamb":

Verse 1: We saw a big black cat,
Big black cat, big black cat,
We saw a big black cat
On the night of Halloween.

Verse 2: He was stretching out his paws. (make a scratching motion)
Out his paws, out his paws.
He was stretching out his paws.
On the night of Halloween.

Materials:

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- ● Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

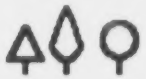
Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- ● Share With Others
- O Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

96

Black Cats Fingerplay

Two big black cats, (point thumbs of both hands up and roll fingers into fists)
Sat upon a wall.
One named Peter, (point with right thumb)
One named Paul. (point with left thumb)
Run away, Peter, (Peter thumb disappears behind back)
Run away, Paul. (Paul thumb disappears behind back)
Come back, Peter, (return thumb to original position)
Come back, Paul. (return thumb to original position)

Note: You can make finger puppets to illustrate.

Materials:

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- ● Numbers
- ● Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

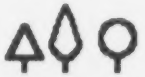
Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

Coconut-Apricot Candies

1/4 pound dried apricots
3/4 cup unsweetened coconut
2 teaspoons orange juice
1 tablespoon honey

Grind apricots in food grinder. Mix with remaining ingredients. Shape into balls about 1" in diameter. Enjoy!

Materials:

- dried apricots (cut)
- coconut
- orange juice
- honey

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- O Music
- ● Your Own Activities

Cognitive Development

- ● Science and Nature
- O Numbers
- O Story Time
- O Shape, Size & Color
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Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:30-:55

Target Ages:

Preschool

98

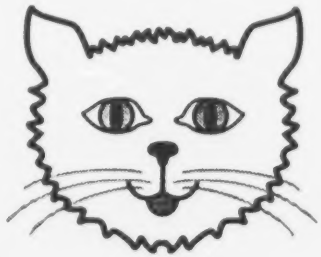
Black Cat Masks

Have children make cat whiskers. Depending on the level of the child, do one of the following:

a. have child glue pre-cut whiskers in designated place on cat's face; or
b. have child cut out whiskers from black construction paper and paste on cat's face; or
c. use pipe cleaners and glue them on for whiskers.

Have yarn for the mask tie.

Let children be creative!



Materials:

- pipe cleaners
- black construction paper
- glue
- brightly colored markers (for eyes)
- hole punch
- yarn

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

● Art
O Blocks
● Dramatic Play
O Music
O Your Own Activities

Cognitive Development

● Science and Nature
O Numbers
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O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
O Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:40

Target Ages:

Preschool

99

Black Cat Play Time

Gross Motor:

1. Have the children creep, walk and jump like a cat.
2. Play "Catch the Cat." Put cat mask on one child. Everyone chases the "cat." The child who catches him gets to be the next cat. Let every child have a turn.

Materials:

- cat mask

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- O Numbers
- ● Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

100

Mystery Bag Game

Explain what a mystery is. Put a number of objects having no sharp edges in a large bag. Examples are unsharpened pencils, beads, blocks, and sponges.

One player reaches into bag for an object and after feeling it, tries to describe it without looking. He then guesses (with or without help) what the object is and removes it to see if he is correct. Repeat until all have had a turn.

Variation: Adult describes object in bag, and players try to guess what it is.

Materials:

- safe objects
- bag

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- O Music
- ● Your Own Activities

Cognitive Development

- ● Science and Nature
- ● Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

1 hour

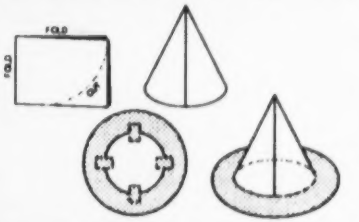
Target Ages:

Preschool

Halloween Costume Box

A new twist: an adult activity that can include the children.

Costume Box: Adult and children helpers prepare a box with masks, costumes, and accessories. Allow children to experiment with items. This may ease the fears of some of the children. The following can be made for the costume box.



A. Basic Cone Hat: Fold 12" x 24" paper in half and cut out quarter circle. Open and roll half-circle into cone. The curved side is the bottom of the cone. Adjust to fit head. Staple or tape together. Make into clown hat by adding pompoms, yarn, or paper design.
B. Witch Hat: Make basic cone hat from black construction paper. Cut one large circle for brim. Place cone hat in center and trace around bottom of cone. Draw tabs inside circle and cut out inner circle, leaving tabs. Tape tabs to inside of cone.
C. Egg Carton Mask: Cut holes in bottom of two adjoining cup sections of egg cartons. Staple elastic string to sides or tie strings to holes punched in sides of mask.

Materials:

- See last page of 101 Activity File.

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- ● Dramatic Play
- O Music
- ● Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- ● Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
- O Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

101

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

1 hour

Target Ages:

Preschool

Halloween Costume Box (cont.)

D. Basic Mask: Fold 3" x 8" piece of construction paper in half. Starting at fold, draw half mask. While mask is folded, cut mask from paper and cut holes for eyes. Open mask. Tie strings through holes punched in sides of mask.

E. Owl Mask: Fold plastic holder from six-pack cans of pop in half and staple at center. Wrap pipe cleaner around each side of mask. Bend pipe cleaners to fit around ears. Tape construction paper nose to mask.

F. Paper Bag Wig: Use a large paper bag that fits over head. Cut a large rectangle from front section of bag for face. Fringe bottom of bag. Curl fringe by rolling tightly around pencil.

G. Mustache: Fold construction paper. Starting at fold, draw half a mustache shape. Cut shape from paper. Tape mustache above upper lip.

H. Beard: Fold piece of construction paper in half and fringe bottom edges. Curl fringe by rolling tightly. Punch hole in each side and tie string through holes.

Materials:

- See last page of 101 Activity File.

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- ● Dramatic Play
- O Music
- ● Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- ● Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
- O Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

101

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

1 hour

Target Ages:

Preschool

Halloween Costume Box (cont.)

I. Master Disguise: Cut two sections from plastic six-pack holder. Wrap pipe cleaner around each side of glasses. Bend pipe cleaners to fit around ears. Staple an egg carton cup to bottom of eyeglasses for nose. Staple mustache (listed above) to bottom of nose. Good for a continued activity late in the day!

Materials:

- construction paper (including black)
- tape/stapler
- egg cartons
- scissors
- pom-poms, yarn, etc.
- elastic or regular string

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- ● Dramatic Play
- O Music
- ● Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- ● Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
- O Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

101

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

"Witch on Halloween"

Sing to the tune of "Farmer in the Dell":

Verse 1: The witch on Halloween, the witch on Halloween,
Heigh ho, lets trick or treat, the witch on Halloween.
Verse 2: The witch chooses a goblin.
Verse 3: The goblin chooses a bat.
Verse 4: The bat chooses a cat.
Verse 5: The cat chooses a ghost.
Verse 6: The ghost says, "Boo!".
Verse 7: They all screech and scream.

Stand in circle. Players hold hands and move clockwise while singing first verse. Adult chooses witch who stands in center of circle. At end of second verse, the witch chooses a goblin, who joins her in the center of the circle. Continue until all characters are chosen.

Materials:

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- O Numbers
- ● Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

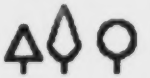
- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

102

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:30

Target Ages:

Preschool

"Hookey Spooky"

Sing to the tune of "Hokey Pokey":

Put your right hand in, take your right hand out.
Put your right hand in and shake it all about.
Do the Hookey Spooky and everybody shout,
"That's what it's all about. BOO!"

Stand in circle. Players do motions for first two lines. As third line is sung, children turn around. As fourth line is sung, players slap thighs twice, clap hands twice, and raise hands above head. Repeat, using other parts of the body.

Variations:

A. Instead of the last two lines, use: Do the Hookey Spookey and hoot like an owl, "That's what it's all about. HOOT!"
B. Give each child a black or orange crepe paper streamer.

Materials:

- black and orange crepe paper streamers

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- ● Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

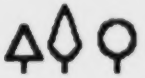
- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

103

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:05-:30

Target Ages:

Preschool

Orange Brew

1 cup milk
1 cup water
6 ounces concentrated orange juice
10 to 12 ice cubes
1 teaspoon vanilla

Whip ingredients in blender until frothy.

Drink with straw decorated with pumpkin cut-out.

Slit the pumpkin in two places and insert straw through slits.

Variation: Use ingredients to make popsicles.

Materials:

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
O Music
● Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

O Conversation
● Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

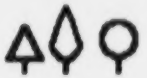
O Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
● Share With Others
O Learn Group Play
● Practice Social Transitions

104

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:05-:30

Target Ages:

Preschool

105

Halloween Safety

A. Wear costumes which fit properly.
B. Use facial make-up when possible since masks often obstruct vision.
C. Wear light-colored clothing, flourescent colors, or dark costumes that have bright patches.
D. Go trick or treating with an adult or friend.
E. Carry a light to guide the way.
F. Stay in a familiar neighborhood.
G. Walk on sidewalks and cross streets properly.
H. Have parents inspect treats before eating them.
I. Be careful of candles in jack-o'-lanterns.

Materials:

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
● Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
● Story Development
O Your Own Development

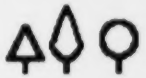
Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
● Handle Peer Relationships
O Share With Others
O Learn Group Play
● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:05-:30

Target Ages:

Preschool

Egg Carton Witch

From egg carton, remove a section which contains four adjoining cups and two large protrusions for witch's nose and chin. Glue two round circles into the top cups for eyes. For hair, glue yarn on top of the section. Cut triangle for hat and larger triangle for body from black construction paper. Staple hat and body to face.

FRONT

SIDE

Materials:

- egg carton
- glue
- black construction paper
- yarn

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- ● Numbers
- O Story Time
- ● Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

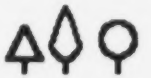
- ● Build Self-Confidence
- O Increase Social Awareness
- ● Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- ● Practice Social Transitions

106

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

:05-:55

Target Ages:

Preschool

107

Trick or Treat Map

Child cuts from paper a small house which he decorates. Adult writes home address above door. Place houses on single map. Adult identifies home address of each child. Use map to indicate route when pretending to go trick or treating. When each child's "house" is reached, he can identify house, address, or numbers in address, depending on his ability.

Variation: Place picture of child in door of his "house."

Remember:

Learning addresses is a difficult concept for young children and needs to be reinforced through repetition.

It is best if the teacher makes a map (not too detailed) and includes the children's streets on the map.

Materials:

- teacher-made map
- little house picture
- markers or crayons

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- O Music
- ● Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

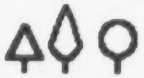
Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-10

Time:

:05-:30

Target Ages:

Preschool

"The Friendly Ghost" Fingerplay

I'm a friendly ghost - almost! (point to yourself)
And I can chase you, too. (point to child)
I'll just cover me with a sheet, (pretend to cover yourself, ending with hands over your face)
And then call "Boo!" to you. (uncover face quickly and then call out BOO)

(You may want to use a real sheet to introduce fingerplay.)

Materials:

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- ● Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- O Practice Social Transitions

108

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:30

Target Ages:

Preschool

109

Friendly Ghost Songs

Sing to the tune of "Baa, Baa, Black Sheep":

Who is the ghost wrapped up in a sheet,
Who comes to the door saying,
Trick or treat!

Sing to the tune of "Did You Ever See A Lassie?":

Did you ever see a ghost...
At the end of the song add BOO!

Materials:

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

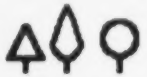
Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:05-:30

Target Ages:

Preschool

110

A Ghost Poem

A ghost lives in our house,
in our house, in our house,
A ghost lives in our house at Halloween time. (use pictures of ghost finger puppet to illustrate)

He bumps (pantomime movements to this part)
and he jumps
and he thumps.

He knocks (pantomime movements to this part)
and he rocks
and he rattles at the locks.

A ghost lives in our house,
in our house, in our house,
A ghost lives in our house at Halloween time.

Materials:

Activities for:

Physical Development

- O Large Muscles
- O Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- ● Story Time
- O Shape, Size & Color
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- ● Your Own Activities

Language Development

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Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:05-:55

Target Ages:

Preschool

Ghost Take-Homes

A. Tissue Ghost: Roll a facial tissue or aluminum foil into a ball and place in the center of another tissue. Attach string, twister weal, or rubber band below ball to secure head. Leave ends free. Glue two small black circles on face to make eyes.

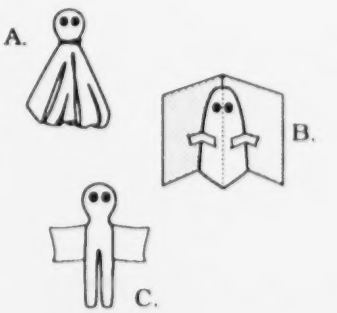
B. Ghostly Pop-out Card: Fold a piece of black paper in half for the card. From white paper, cut a ghost almost as tall and half as wide as the card. Fold ghost down the center. Unfold ghost and card. Lay ghost inside card, matching folds. Folds should bend in opposite directions. Tape sides of ghost to card. When card is opened, the ghost pops out.

C. Clothespin Ghost: Paint round-top clothespin white. Make two dots for eyes with felt-tipped pen. Glue two sleeves cut from paper to body. Note: Prongs of clothespin will fit over side of nut cup filled with treats.

D. 3-D Ghost: On dark paper, draw or paint a scene of Halloween night. To create ghost, paste center of white facial tissue to drawing.
Variations: Paint a picture of a pumpkin patch instead of a night scene; or use S-shaped styrofoam packing pieces for ghosts.

Materials:

- dark construction paper
- paint
- white facial tissue
- styrofoam
- white cardboard circles
- round-top clothespins
- glue
- aluminum foil
- rubber bands
- nut cups
- markers



Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
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- O Music
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Cognitive Development

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- O Numbers
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- ● Shape, Size & Color
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- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

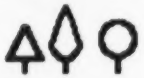
- ● Build Self-Confidence
- O Increase Social Awareness
- ● Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

111

Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:05-:30

Target Ages:

Preschool

Halloween Walk

Form line on one side of room. Cross room in following ways:

A. Fly like a bat.
B Gallop like a cowboy on a horse.
C. Hop like a bunny.
D. Roll like a pumpkin.
E. Dance like a princess.
F. Creep like a cat.
G. Walk like a skeleton.
H. Float like a ghost.
I. Stomp like a monster.

Materials:

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
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Cognitive Development

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- O Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

112

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:30-:55

Target Ages:

Preschool

Ghost Games

1. Have the children dress in sheets and say "Boo!" You can model activity.
2. Play "Ring Around the Ghost" (variation of "Ring Around a Rosie.")
3. Make a foot ghost: Have each child step on white paper. Trace around one shoe. Use crayon or markers to make ghost's mouth and eyes.

Materials:

- white paper
- sheet
- markers
- crayons

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

113

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

Spooky Action Play

A. An old witch on Halloween night
Knows how to scare. Oh, what a fright!
Fee! Fie! Foe! Fum! (whisper)
BOOOOOOOOOOO! (clap)
Then do you know what I do?
SKIDO! (jump and fall on floor)

B. I am the witch's cat.
Meow, meow, meow.
My fur is black as darkest night.
My eyes are glaring, green and bright. (point to eyes)
I am the witch's cat,
Meow, meow, meow.

C. Coal black cat with humped-back, (hump up)
Shining eyes so yellow. (point to eyes)
See him with his funny tail; (make tail)
He's a very funny fellow.

(Teacher help children be creative.)

Materials:

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
● Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
● Story Time
O Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
● Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
● Handle Peer Relationships
● Share With Others
● Learn Group Play
● Practice Social Transitions

114

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:30

Target Ages:

Preschool

Halloween Shapes

Make shapes (bat, witch, cat, or jack-o'-lantern) with circles, squares, triangles, and rectangles. Identify shapes in Halloween symbol.

Lay out several designs for children to copy.

Let children work in pairs.

Materials:

- Use fruit, vegetables or cookies shaped in circles, triangles, oblongs, squares, etc.

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- ● Art
- O Blocks
- O Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- ● Science and Nature
- O Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

115

Where?

Indoor

Outdoor

No. of Children:

1-10

Time:

:05-:55

Target Ages:

Preschool

116

Mask Making Time

Make masks of poster board or cardboard. Cut them out and let the children add colors and ribbons to tie on.

Let the children make trick or treat bags by pasting Halloween decals (pumpkin, black cat, witch, ghost) on bags. Use for trick or treating.

Let the children make paper bag masks. Provide bags that will fit over the children's heads, cut out eyes, provide hair, ears, etc., and let the children create their own heads.

Materials:

- poster board or cardboard
- paper bags
- decals
- decorations
- markers

Activities for:

Physical Development

O Large Muscles
O Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

O Conversation
O Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

O Build Self-Confidence
O Increase Social Awareness
O Handle Peer Relationships
O Share With Others
O Learn Group Play
O Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:55

Target Ages:

Preschool

Ghost Card Game

Make a set of cards with pictures relating to Halloween. Make a matching set. Spread all cards face down on table. Players take turns turning two cards at a time. The first player to see two matching cards turn over, says "Boo!" and takes both cards. Play until all cards are matched.

Variation: Make pairs of cards that are associated (e.g., pumpkin/ jack-o'-lantern, witch/broom, owl/tree, etc.) The first player to recognize association says "Boo!" He then explains how the two are associated.

Materials:

- cardboard
- pictures
- glue

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- ● Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

117

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:55

Target Ages:

Preschool

"Trick or Treating"

Sing to the tune of "Are You Sleeping?":

Trick or treating, trick or treating,
Boo! Boo! Boo!
Boo! Boo! Boo!
Trick or treating, trick or treating,
I scare you!
I scare you!

Materials:

Activities for:

Physical Development

- O Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- ● Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

118

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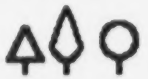
Where?

Indoor

Outdoor



No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

119

Haunted House

Decorate an area like a haunted house. Huddle together and tiptoe quietly through the make-believe woods to the house. "Whoo-whoo!" "Who made that srange noise? Don't be afraid. It's only an owl." Slowly open the door to the haunted house. "Creak!" Enter and push away the cobwebs. "Look! There's a staircase. Let's climb the stairs. There's a door at the top. Open it carefully. AH-H-H! There's a GHOST!" Close the door. Run down the stairs. Open the front door. Scamper through the forest. Run home and lock the door. "Whew, safe at last."

Encourage children to act out and improvise imaginatively responding to teacher's narration.

Materials:

- sheets, nets
- Halloween props

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- ● Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

Pass the Pumpkin

Sit in circle. One player sits, with eyes closed, in the center of the circle. When the music starts, remaining players pass a small pumpkin or ball around circle. When the music stops, the player holding the pumpkin conceals it in his hands. Other players pretend to be holding it also. The player in the center is given three turns to guess who has the pumpkin. Child holding pumpkin then goes to center of circle. Repeat.

Materials:

- pumpkin or small ball
- Halloween music on record, tape or compact disc

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- ● Story Time
- ● Shape, Size & Color
- ● Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- ● Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

120

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

Trick or Treat Sack

Place treats in paper sack. Count items as they are removed from bag. Arrange in number groups: one in first group; two in second group; etc. Items can also be categorized. Examples of categories are nuts, fruits, and trinkets.

Materials:

- treats (nuts, fruits, trinkets)
- paper sacks

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
● Dramatic Play
O Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
● Story Time
O Shape, Size & Color
O Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
● Handle Peer Relationships
● Share With Others
● Learn Group Play
● Practice Social Transitions

121

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

"Oh, Do You Have A Mask?"

Sing to the tune of "Oh, Do You Know the Muffin Man?":

Oh, do you have a mask, a mask?
Do you have a mask for Halloween night?

Yes, I have a mask, a mask.
I have a mask for Halloween night! Boo!

After singing the song the children hold up masks to their faces and yell "Boo!"

Materials:

- masks

Activities for:

Physical Development

O Large Muscles
● Small Muscles
O Your Own Activities

Creative Development

O Art
O Blocks
O Dramatic Play
● Music
O Your Own Activities

Cognitive Development

O Science and Nature
O Numbers
O Story Time
O Shape, Size & Color
● Five Senses
O Your Own Activities

Language Development

● Conversation
● Learning New Words/ Concepts
O Story Development
O Your Own Development

Self-Concept / Social Development

● Build Self-Confidence
● Increase Social Awareness
● Handle Peer Relationships
O Share With Others
● Learn Group Play
● Practice Social Transitions

122

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

123

Halloween Piñata

A piñata is a decorated breakable container filled with treats. Hang piñata from the ceiling. Have children sit on the floor a safe distance away. One child is handed a broomstick, turned around three times, and given three attempts to break piñata. Repeat until piñata is broken and everyone receives a treat. If desired, blindfold older children.

Materials:

- piñata filled with treats

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- ● Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- ● Shape, Size & Color
- ● Five Senses
- ● Your Own Activities

Language Development

- ● Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- ● Increase Social Awareness
- ● Handle Peer Relationships
- ● Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

Where?

Indoor

Outdoor

No. of Children:

1-20

Time:

:05-:15

Target Ages:

Preschool

<u>Halloween Music</u>

Play recordings of Halloween music. Encourage children to dance, spook walk, and scare others!

"Pumpkin Man" from *Action Songs and Rounds* (EA)
"What Can We Be For Halloween?" from *Holiday Songs* (KIM)
"Have A Good Time on Halloween Night?" from *Holiday Songs* (ES)
"The Black Pussy Cats" from *Action Songs for Special Days* (KIM)
"Jack-O-Lantern" from *Action Songs for Special Days* (KIM)
"Dress Up on Halloween" from *Action Songs for Special Days* (KIM)
"The Round Fat Pumpkin" from *Action Songs for Special Days* (KIM)
"The Merry Brownies" from *Action Songs for Special Days* (KIM)
"Five Little Pumpkins" from *Songs in Motion-Holiday* (EA)

Materials:

- recordings, tapes, or compact discs

Activities for:

Physical Development

- ● Large Muscles
- ● Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- ● Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- ● Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- O Conversation
- ● Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- ● Build Self-Confidence
- O Increase Social Awareness
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- O Share With Others
- ● Learn Group Play
- ● Practice Social Transitions

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CHAPTER 4

Some Curriculum Suggestions for Infants, Toddlers, and School-Age Children

The SHAPES curriculum is designed for preschool children being served by SpCCMS. Later phases will address specific curriculum design for infants, toddlers, and school-age children. Meanwhile, a random selection of activities, suggestions and hints that might be of some assistance in working with these other age groups is provided in this chapter.

These selected activities have been categorized by development area (emotional, cognitive, physical, and social) and by level (infants, toddlers, and school-age) into easy-access charts. These charts represent six major play activities: dramatic, blocks, toys, art, books, and music.

DRAMATIC PLAY FOR INFANTS

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
As you change an unhappy infant's diaper, play peek-a-boo or "fly" the infant in the air like an airplane to cheer him. *Infants learn to associate routines with happy times with you.* Encourage an active infant to flap her arms like a bird. Soothe quiet infants with stories about family life. *When you respond to children as individuals, they learn that they are special.*	Give infants a variety of dramatic play props that can be picked up and explored but not swallowed. *Infants need lots of sensory experiences to learn.* Provide infants with props such as a radio or a kitchen timer that illustrate cause and effect. Let the infants see what happens when the radio is turned on or the kitchen timer rings. *Children learn through discovery.* Talk with infants on play telephones, encouraging them to talk or make noises with you. *Children learn language by observing you and trying to mimic what you do.*	Allow infants to crawl throughout the dramatic play area, pull themselves up on furniture, and explore things. Let infants play with dramatic play props on their own, trying out hats, banging pot lids together, standing up to be admired in a mirror, etc. *Children can develop their muscle skills at the same time that they are learning about dramatic play. As children learn about these props, they also develop small motor skills and improve their coordination and balance.*	Encourage infants to act out things the two of you do together, such as eating breakfast, riding in a car, walking in the park. *Infants develop social skills when they observe and interact with older children.*

DRAMATIC PLAY FOR TODDLERS

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
Give toddlers real props that adults use: dress-up clothes, briefcases, old telephones. *Toddlers feel more grown-up when they can use the same things you and their parents use.* Introduce only a few dramatic play props at a time. Too many props at once become overwhelming. *Toddlers have an opportunity to shine when they can perform an activity well and show it to you over and over again.* Encourage toddlers to act out stories featuring family members or people at the family child care home: "What do you think your daddy would do if he were in this kitchen?" *You help strengthen the bond between children and parents, and between children and providers when you remind children of all the things done together.*	Encourage toddlers who are learning to pour juice for snack to serve you "tea" when they are playing make-believe. *This repetition of skills in different settings helps children learn.* Ask toddlers to describe their actions for you: "Where are you taking your baby doll? or "Is your baby sad?" *This will help children develop language skills naturally.* Keep on hand, prop boxes such as grocery store, hospital, and baby, so that toddlers can try something new when they are ready. *Children like to be in charge of their own learning. Prop boxes allow them to choose their next learning activities.*	Provide enough space in the dramatic play area so that children have room to move about freely while play-acting. *Toddlers learn when their bodies and minds work together. They also enjoy the experience more.* Encourage toddlers to use props that develop physical skills, such as silverware, an eyedropper, or a stethoscope. *As toddlers have fun and play, they develop small muscle skills at the same time.*	Let a child who doesn't want to be involved in dramatic play watch from a safe distance. Gently encourage the child to join in: "What do you think we should do with this stethoscope?" *Some toddlers need help in developing social skills. They'll feel "safer" with your guidance.* Provide lots of familiar props and encourage children to imitate activities they've seen adults engage in, such as washing dishes, reading a magazine, mowing the lawn, etc. *Children learn through imitation. Because they admire adults, acting like grown-ups makes dramatic play fun as well as educational.*

DRAMATIC PLAY FOR SCHOOL-AGE

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
Encourage school-age children to use dramatic play costumes and props on their own without having to ask you for permission first. *Older children need to feel independent. They are more likely to want to do dramatic play if it's their choice, not yours.* Let school-age children know that it's all right to play dress-up if they want to. Have special props, such as a magician's hat and wand, just for them. *If you have props on hand that appeal exclusively to the older children, you send them the message that they are welcome to play with the dramatic play materials. Some older children may need help in understanding that dramatic play isn't just for babies.*	Ask school-age children to help you assemble particular prop boxes, such as ones for playing school or office. *School-age children enjoy special assignments, especially those that lead to a product everyone can admire.* Check out a book of plays for children from the library. Encourage the school-age children to stage a short play for the younger children or their parents. *School-age children are natural performers; they love being directors and stars. You can tap into this motivation by making the stage production a learning experience.* Have the children act out a favorite TV game show. *This gives children an opportunity to play act, to direct, to show their knowledge and skills as contestants, and to carry out rules they've seen on TV in a "real life" enactment.* Ask the children to write a play, puppet show scene, or a skit that could be performed either by the children or by the family child care children. *Children will learn to appreciate the uses of drama when they get to decide how it should be enacted. As authors, they can make their voices heard.*	Set up a puppet theater in which school-age children can perform. Introduce marionettes as well, if appropriate. *Puppetry demands skills of coordination, balance, and muscle control. While having fun, school-age children can improve their physical skills, too.* If a child shows interest in acting or puppetry, get information from the drama department at the local high school or the public library on how to prepare for this work physically. *By encouraging children's special interests early on, you can truly enrich a child's life.*	Suggest that school-age children work together with friends from school to develop a skit about a topical subject, such as how to say "no" to drugs. *Skits not only give children a chance to work and play together but provide a forum for dealing with issues that may be problematic. A group skit on dealing with peer pressure serves both functions.* Encourage children to express their opinions on subjects such as school life, politics, or rock and roll as dialog for a puppet show or a skit. *Older children need socially acceptable ways of expressing their opinions and feelings about their world.* Ask a school-age child to serve as the director of a skit involving younger children. *Some school-age children love being the boss; younger children look up to the older ones. You can help them understand the abilities and interests of the younger children.*

BLOCK PLAY FOR INFANTS

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
While changing diapers or putting children down to nap, give them soft, washable blocks to play with. *By giving children something fun to do while you are attending to their basic needs, you show them that you want them to be comfortable and content. This makes them feel more secure about you and their world.* Introduce infants to block play in ways that suit their personalities. Some infants will want to sit on your lap and watch block play; others will enjoy crawling around blocks that they can grab. *Children will be more likely to enjoy playing with blocks if you adjust your approach to match each child's personality.*	Give crawling infants soft, washable blocks that can be banged, punched, mouthed, and cuddled. *Infants need to learn what blocks are like so that they will know how to manipulate them during play. For infants, this learning takes place through all their senses.* Build a tower of soft blocks with infants. Let them knock the tower down. Keep doing this together for as long as the activity interests them. *Children will learn about cause and effect when they have an opportunity to observe firsthand that certain activities (swatting at a tower of blocks) causes certain effects (the blocks topple). Repetition reinforces the concept.* Drop a soft block to the floor from the air. As it lands, make a crashing sound such as "boom!" *Language stems from sounds and noises that infants utter aloud. They learn to associate the sound with the activity.*	Hold out a large soft block and beckon a child to crawl toward you for the block. *You can encourage infants' physical development by using a favorite block as a "carrot."*	Stay close to infants when you're first introducing blocks. Let children know that this is an activity you can do together. *Infants will learn to associate block-building times with being with you. They will grow to be more independent in their play once they feel secure enough to venture off on their own.* Let infants watch older children play blocks. Discuss what's going on and involve infants in the play, but don't allow them to disrupt the older children's activities. *Infants enjoy group experiences. Older children, though, also have a right not to have their block towers knocked over by curious infants.*

BLOCK PLAY FOR TODDLERS

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
Encourage children to take out and return blocks and block props on their own. *Children will learn about responsibility and become more independent when you trust them to play with blocks on their own.* Introduce toddlers to hardwood blocks before letting them play alone. Show how to stack blocks, match them, and so on. *Learning takes place in steps. Toddlers need to feel competent with early tasks before they turn to more difficult ones.* Provide wood or plastic people figures for block play. Ask a toddler, "Where do you think this Mommy and Daddy are going?" *When you talk about the toddler's parents with them, you strengthen the link in their minds between home life and family child care life.*	Give toddlers many opportunities to play with blocks on their own. *Toddlers need lots of practice using skills. Block building allows children to reinforce these skills as they build.* Ask questions as the children play: "How do you think we should move the blocks to get around this stop sign?" *You can use the children's block play as a natural vehicle for extending their language.* Regularly add new props and materials to the block play to maintain toddlers' interest. *A variety of props will keep toddlers steadily involved with block play. With each new prop, the children can add a new dimension to their play.*	Provide a clear, unobstructed space for block play where toddlers can move about freely as they build. *Toddlers need space to interact physically with blocks so that they can fully enjoy the experience.* Show toddlers how to even a stack of blocks to keep it from toppling over. *Not only will stacking increase the children's enjoyment of block play, it will also improve their coordination and small muscle skills at the same time.*	Bring toddlers together for block play: "Let's see what we can make from all these blocks. Sharon and Brian, could you both help me, please?" *Toddlers may need your help in learning to share and play cooperatively.* Show a toddler how to make simple towers and bridges similar to the ones older children make. *Young children want to do the things they see older children do. If you help them, they can build simple structures successfully. However, be careful to avoid taking over; the toddler should always be the primary engineer.*

BLOCK PLAY FOR SCHOOL-AGE

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
Give school-age children free time to use blocks in whatever ways they want. Refrain from always assigning children a specific project. *School-age children respond positively to being granted free choice.* Praise children frequently but sincerely. Compliment the child's efforts, not just the finished product. *School-age children often seem so poised in their playing that they don't need encouragement. However, a cool exterior often hides self-doubts.*	Invite school-age children to assist you in a project to make blocks from milk cartons. *Many older children enjoy working on craft projects. Seeing them being used by the other children becomes an added source of satisfaction.* Ask school-age children to sketch a construction before building it. *This challenge helps children learn to think abstractly.* Show children pictures of bridges and buildings and challenge them to make similar constructions using hardwood blocks. *This encourages children to develop problem-solving skills in a game-like setting.* Give school-age children a building challenge to think through and discuss: "Can you make a bridge that the younger children could use to drive their cars over?" When they have explained their plans, have the children carry them out. *By asking children to explain their approach to you ahead of time, you help them put their ideas into words and plan through their actions.*	Encourage children to develop increasingly elaborate structures. Find drawings in magazines that will inspire the children. *Advanced building techniques require manual dexterity. This activity encourages physical skill development at the same time that it promotes creativity.* Offer children a variety of special blocks to test their skills with: a selection of small pattern blocks for making designs and large hollow blocks, for example. *Children have different strengths. If you give them a variety of materials to experiment with, most will find at least one type of block they can excel at using.*	Encourage a school-age child to work with a peer on a special construction project. *Older children are more apt to want to play with blocks if you approach the play as a social activity.* Let children decide what a building or construction should look like, even if it goes against your own opinions. *Children need to have their ideas respected if they are to be creative. You may be surprised at how well the children's ideas work out!* Encourage school-age children to work with preschoolers on block building projects. Show the children how to offer assistance without taking over. *Tutoring of younger children by older children serves both age groups well.*

TOYS PLAY FOR INFANTS

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
During daily routines, talk about the bears in a mobile over the changing table or wind up a music box to lull a child to sleep. *Infants feel more secure when the routines in their lives are associated with pleasant experience.* Match toys to infants' personalities. An active infant might enjoy shaking a rattle and throwing bean bags; a quiet infant may prefer cuddling up with a cloth doll. *When you give infants toys that match their personalities, you also give them the message that they are respected as individuals.*	Provide toys for infants to explore and manipulate, such as stacking rings, shape blocks, balls, and rubber animals. *Children learn through all their senses. Toys that can be mouthed, punched, shaken, and easily grabbed are best for promoting learning.* Give children toys that make noise when squeezed, wound, or shaken: squeezing dolls, chime balls, clocks, music boxes, and mobiles. *Infants can learn about cause and effect by shaking or squeezing toys that make noises.* Wind up a musical mobile. Hum or sing along with the tune and encourage the infant to croon along with you. *Singing and imitating sounds lay a foundation for talking.*	Place toys of interest to children just slightly out of reach so that they will have to crawl and reach for them. Monitor a child's frustration level during this time. *You can promote large muscle skills by using infants' natural desire for play.* Provide toys that will help infants practice skills such as nesting blocks for eye-hand coordination and push toys and trucks for muscle control. *Toys can develop small motor skills in addition to teaching social and cognitive skills. As infants manipulate push-and-pull toys, they strengthen eye-hand coordination and the small muscles in their hands.*	If infants have a hard time separating from parents, suggest bringing a special toy from home. *By encouraging an insecure child to bring treasured things form home, you strengthen the link between the two places.* Join infants in watching older children playing Lotto or another board game and comment on what is going on. *This arrangement lets an infant who does not have the skills to join in, still feel a part of the group.*

TOYS PLAY FOR TODDLERS

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
Encourage toddlers to work with some of the simpler self-help boards, such as those with velcro fasteners. *Learning self-help skills will enable toddlers to dress themselves and become more independent from adults.* Choose age-appropriate toys for toddlers (e.g., five-piece puzzles, not ten-piece ones). *Toys should challenge toddlers but not frustrate them. By carefully observing what a toddler can and cannot do, you can provide just the right toys.* Have dolls on hand that toddlers can use for acting out family relationships during dramatic play. Make sure you have dolls that reflect the ethnicity of all the children in your care. *Dolls that children can identify with strengthen the children's self-concepts and make them feel more secure about themselves and their families.*	Have lots of toys on hand that toddlers can use independently: a busy box, activity center, shape sorters, and so on. *This will allow children to play independently and use and reuse those they enjoy.* Ask open-ended questions. Of a child playing with a toy bus, you might ask, "Who's on your bus today? Where is the bus going?" *When you talk with children during their play, you promote thinking and language skills.* Keep a variety of toys on hand. Puzzles, dramatic play items, trucks, wagons, and matching games appeal to toddlers at different times. *Children need variety. You should have enough different materials to meet the toddlers' shifting needs and interests.*	Provide materials that promote large muscle development, such as ride-on trucks, balls, or hula hoops. *Toys and games are a natural way of helping children use and develop their large muscle skills. Throwing a ball through a large hoop helps children develop arm and leg muscles - in addition to being fun.* Select toys that strengthen small muscle skills, such as stacking toys, nesting cubes, and sorting boxes. *Nearly every table toy, game, or puzzle will help toddlers refine their powers of coordination, balance, and hand control. Even if you are using table toys to teach children a skill such as classification, you'll still be helping them physically.*	Provide duplicates of the children's favorite toys. When toddlers do share, reinforce this behavior. *Because sharing is a developmental skill, some toddlers will know how to share and others won't. You need to prepare the play situation to avoid fights over toys for those toddlers who can't yet share well.* Provide toys that imitate adults in action, such as a doctor's kit, sewing card, or fire engines. *Children love acting like adults. Toys that allow children to act grown-up are instant favorites - and ones from which children readily learn.*

TOYS PLAY FOR SCHOOL-AGE

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
Designate a particular drawer or shelf for toys, games, and puzzles that are specifically for the use of school-age children. *This will send children the message that their independence and interest are valued by you.* Reassure school-age children to build up their confidence: "I really like the type of design you made on the sketch board. The zig-zags give the drawing energy." *Even though they are older, school-age children still need frequent, sincere praise.*	Ask the children to help you make Lotto games that can be used by younger children to learn shapes, colors, or practice classification. *Many children enjoy taking on a teaching role with the younger children. By helping you make learning materials, they can also take pride in their efforts.* Introduce a new board game by reading the directions out loud with the children. Then play the game together, frequently checking with the children to see if you're following the rules correctly. *Part of the fun for children in playing a board game is making sure that the rules are enforced exactly. They'll love being the judge for you.* Stock up on lots of board games such as Monopoly, checkers, and Boggle for school-age children to play with friends or with you. *School-age children can derive hours of pleasure from board games. You'll keep them busy, happy, and learning if you have challenging games on hand.* Challenge school-age children to invent their own board game, complete with a set of written rules. *By encouraging children to write down the rules, you'll let them know that you think their ideas are worth preserving.*	Provide toys, games, and puzzles that encourage school-age children to exhibit their skills of coordination, such as pick-up sticks, Legos with intricate props, and dominoes. *Older children can show real creativity and flair with toys. School-age children who arrange hundreds of dominoes in intricate designs develop physical prowess as well as creativity and problem-solving capabilities.* Encourage children to develop special skills. For example, if a child enjoys building with Legos, show the child some advanced techniques for working with these materials. Check out books from he library or write to Legoland in Sweden for instructions for making Lego designs. *When you encourage children to develop special talents, you enhance their self-image. At the same time, by developing more refined physical abilities, children become more competent in general.*	Ask school-age children for suggestions of popular games they'd like you to have at your family child care home. *By so doing, you let children know that you respect their interests. You're also helping children become adept at games they're likely to want to play with their peers.* Let the children know it's normal to act excited during a board game – but that rules still prevail. *Children need guidance to gain a firm understanding of when it is and isn't permissible to vent their emotions through action.* Ask the children to help you show the younger children how to play Lotto or a simple board game. Help them understand the abilities and limitations of the younger children. *Older children enjoy leadership roles, and younger children enjoy learning from the older ones.*

ART ACTIVITIES FOR INFANTS

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
Point out pictures on the wall as you attend to a child's daily needs. Discuss the colors in a picture and how the drawing makes you feel when you look at it. *Infants will learn to have pleasant, comforting associations with these routines.* Let infants interact with art materials in their own ways. A child who touches finger paint only with one finger should be praised and encouraged as much as one who dives in with her entire arm. *Infants will learn that there is no right or wrong way to approach art. They also learn that you value them as individuals when you respect their actions.*	Provide infants with lots of art materials that can be explored safely: swatches of fabric, (edible) playdough, pudding paint, etc. *Infants learn about art through all five senses.* Encourage infants to play with a wad of clay that can be easily pulled, punched, and poked. *Children learn through direct manipulation of objects.* Encourage infants to echo the sounds of splattering paint or crumpled foil. Give them opportunities to repeat both actions and sounds. *Art can stimulate language development.*	Let infants work with art materials in a well-protected space where they can move about without causing problems. *Infants learn about art by interacting physically with art materials. They need to be free to learn how paper tears and what cotton balls feel like.* Once infants have discovered how to poke a hole in playdough, give them lots of opportunities to do this. *Infants learn by repeating actions. At the same time that they are poking at playdough, they are improving their small muscle skills.*	Plan an art activity that you can do with an infant sitting in your lap. For example, give the infant some playdough to play with. *Children will feel secure knowing that you are close by. Out of secure attachments grows the independence to venture off and do art on their own.* If older children are making potato prints, let infants join in by giving them potato shapes to play with. *Infants need to feel part of a group. This arrangement allows children to join in without disrupting the older children's efforts.*

ART ACTIVITIES FOR TODDLERS

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
Let toddlers use and return non-messy art supplies on their own. *Children learn best when they are in charge of their own learning. By being allowed to draw on their own, for example, they become both independent and motivated to use art materials.* Plan age-appropriate activities for toddlers. For example, show them how to tear paper for a collage if they are not yet ready for scissors. *Because art projects are fun, we sometimes forget that many art skills are too advanced for toddlers. However, if you choose activities that match the children's skills, you'll keep them eager to do art.* Ask toddlers which of their pieces of art they would like to take home with them. *Most parents and most children are proud and admiring of children's art. By letting children select, they get an opportunity to preserve the creations they like best and most want to share with their parents.*	Provide opportunities for toddlers to draw or paint every day. *Toddlers never tire of art. It's a perfect learning opportunity because motivation is built-in.* Encourage toddlers to talk with you daily by asking open-ended questions: "Tell me about your picture" or "How did you make the clay do that?" *Art is an excellent forum for helping toddlers develop language skills. Focus on questions that deal with the process of art, not the products created.* Let toddlers have a say in their art projects. Even if you've carefully planned a group activity such as making puppets, don't force toddlers to participate if they prefer to do something else. *Children learn best when they're responsible for their own learning, so it makes no sense to force a reluctant child to join in. Let toddlers focus on what's exciting to them.*	Take art outside. Let toddlers paint a fence with water or draw a mural on butcher paper taped to the side of the house. *Outdoors, toddlers can move freely as they create. This helps them use pent-up energy effectively and also enables toddlers to improve their large muscle skills as they paint with broad strokes.*	Set up a two-sided easel for painting so that children can play together but not have to share. *This is a perfect solution for toddlers who want to share company but not art materials.* Invite toddlers to join older children for group projects such as painting a mural or making costumes for a play. *Young children can benefit from both the guidance and the social experience of working with older children on a project.*

ART ACTIVITIES FOR SCHOOL-AGE

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
Let the children undertake art projects on their own, without assistance from you. *By giving children permission to do art on their own, you help them assert their independence.* Stress the children's efforts and creativity. *Art can be a great opportunity for building children's self-esteem. You want them to feel that they are valued for who they are, not what they do.*	Ask the children to assist you in making a bubble frame or a loom that can be used by other children. *School-age children enjoy helping out, especially in doing things about which they are able to feel a sense of accomplishment.* Check out some craft books from the local library. Point out activities that the children could do on their own by following the instructions. Macrame and papier-mache are good choices. *One reason why school-age children enjoy craft projects so much is that they like following directions that lead to an end result. They can take great pride in making a macrame plant holder themselves.* Suggest that the children make up a board game and design the materials for playing it. *Children love board games and may enjoy the challenge of creating their own.* Provide some biographies of famous artists for the children's reading pleasure. *Biographies are popular with school-age children who think a lot about what they want to be when they grow up. Linking art to reading helps children think about art as well as create it.*	Suggest craft activities that you think children might enjoy trying-sewing costumes for dolls or doing embroidery, crewel, or needle work. If you have a special skill, share it with the children. *By providing children with opportunities for doing specialized art work, you also help them develop more refined physical capabilities.* If a child shows a particular interest in a specific artistic area, work with that child to determine what physical skills are most helpful for becoming proficient in this area. Develop some exercises for the child. *You can help children see the relationship between the body and the creative mind by assisting them in pinpointing and developing physical skills that will help them in their art.*	Find out what types of crafts are popular with the children's peer group and arrange a craft-making session. *When you undertake a popular craft project, you let children know you value their preference. You also help children gain acceptance with their peer group.* Encourage the children to tell you what they like or dislike about particular paintings, sculptures, or other works of art. *Encourage children to openly air their feelings. Art is an area in which there is no right or wrong.* Ask the children to help you set up a group art activity such as finger painting or making molds of plaster of paris. *Older children like both doing crafts and taking on leadership roles.*

BOOK ACTIVITIES FOR INFANTS

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
Read to infants regularly throughout the day especially before naptime. *A bedtime story or poem is soothing to most children. Infants will soon learn to associate routines such as naptime with close times with you.* Read to infants for as long as you have their attention. If a child likes cuddling, nestle him or her in your lap as you read. *By responding to a child's particular likes and dislikes, infants learn early on that they are respected as individuals.*	Provide infants with cloth and laminated books. Books that let them feel textures, such as Pat the Bunny by Dorothy Kuhnhardt, are good selections. *Infants learn through all their senses. Their reading experiences should involve more than looking at pictures and listening to words.* Encourage infants to turn the pages of a book as you read aloud. Let them see what happens when the pages are turned fast or the book is slapped shut. *To understand cause and effect, infants need to be involved actively in experimenting with books.* Encourage infants to repeat rhymes and sounds from stories. Animal picture books are especially good for echoing sounds. *Talking begins with sounds and babbles. By encouraging infants to repeat sounds, you help stimulate their language development.*	Put "babyproof" cloth and laminated books on a low shelf. *As infants reach up to a shelf to grab a book, they also develop physical strength.* Give infants books with laminated pages and let them practice opening and shutting the book and turning pages. *When infants put books in their mouths or turn pages, they are also improving their coordination and small muscle skills.*	Read many stories to infants about their world. Naming books that have pictures of mommies and daddies are good choices. *Talking to infants about their parents makes them feel more secure while at family day care.* Try to schedule a group reading time for all the children. Right after lunch, before naptime, is often ideal. *Infants learn to be part of a group when you encourage them to join in.*

BOOK ACTIVITIES FOR TODDLERS

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
Let a toddler be responsible for turning the pages of a book you are reading together. *Because toddlers need you to help with the reading, they enjoy being in charge of the page-turning.* Ask the librarian for suggestions for books that deal with typical frustrations felt by toddlers, such as I'm Telling You Now by Judy Delton. *Reading toddlers books about frustrations lets them know that all children their age share these same feelings.* Toddlers love to hear books about families like theirs. If a toddler is going through a family crisis, reading a book such as Dinosaurs Divorce by Marc Brown and Laurane Krasny can be very helpful. *Toddlers identify strongly with the characters in books. Seeing other families like their own dealing with problems like their own can be very reassuring.*	Be prepared to read a favorite story to toddlers repeatedly; encourage their participation as you read together. *It may seem like endless repetition, but children learn something new from a book each time it is read.* Take time to discuss each story you read with a toddler. Ask questions such as this: "How would you have felt if you had lost your dog like the boy in the story did?" *Books provide a wonderful opportunity to promote language development. They also enable children to reflect on what's been read and relate it to their own lives.* Take regular trips to the library so that toddlers can select books of interest to them. *Children learn best when they take charge of their own learning. New books from the library keep them excited and eager to learn.*	Don't make toddlers sit still for long periods of time to hear a story. If they seem restless, suggest that they act out a role from a book you are reading together. Let them make themselves comfortable as they listen to books by stretching out or lying down. *You may need to let toddlers incorporate physical activities into reading times to keep them engaged.* Encourage toddlers to point things out in the illustrations as you read books to them. *At the same time that you are assisting children in understanding the story, you are helping them refine their powers of eye-hand coordination*	Take time every day to read to the group. This brings children of all ages together in a noncompetitive setting. *Group reading allows toddlers to socialize without having to test sharing skills.* If you're trying to get toddlers to adopt appropriate social behaviors, books such as Going to the Potty by Fred Rogers can be helpful. *Toddlers love to imitate adults. Books that show adults acting appropriately can serve as strong role models for toddlers.*

BOOK ACTIVITIES FOR SCHOOL-AGE

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
Encourage school-age children to get library cards in their own names (if allowed) and to visit the library and check out books of their own choosing. *Regular library use not only instills a love of reading but promotes independence as well.* Keep books on hand that deal with self-esteem. Tales of a Fourth-Grade Nothing by Judy Blume is one good choice. *Many school-age children struggle with insecurities. Books are a terrific way of helping them deal with problems and letting them know how universal their fears are.*	Use books in conjunction with other activities. Have school-age children make up their own stories and then record them on tape. Or see a magic show and then use library books to help the children put on their own show. *Storytelling lets older children put into words the ideas and feelings they are grappling with. By encouraging them to produce these stories, you send them the message that you value their efforts.* Check out "how to" books from the library on topics of interest to the children, such as building model airplanes or doing science experiments. *You can help older children turn their curiosity into hobbies or projects by steering them to appropriate books.* Check with the librarian, or consider purchasing or borrowing some of the newer mystery book/jigsaw puzzle combinations that children can solve together. *Older children enjoy solving mysteries, following elaborate board games, and working on projects together. You can promote both cognitive and social growth through group projects.* Ask the children to write a poem or limerick that they then might read to the younger children. *Through this activity you let children know that you value what they have to write and say.*	Have older children put together books of their own photographs or artwork. *Not only does this activity preserve the children's efforts and let them know their work is valued, it also gives children practice in refining their physical skills as they paste the pages, sew the bindings, and decorate the book.* Encourage the children to check out books from the library on their favorite sports. *You can promote children's interests in various sports through books. You can also help them learn techniques that will improve their skills by reading books by experts.*	Suggest that school-age children form a reading club with friends so that they can swap popular titles. *Reading clubs serve the dual purpose of promoting reading and allowing children to participate in group activities, which are very important at this age.* Encourage the children to write reviews of books they've read in which they can express their likes and dislikes. *School-age children enjoy airing their viewpoints. Book reviews are a socially acceptable forum for such self-expression.* Encourage the children to occasionally read storybooks to the younger children. *Many older children like reading storybooks aloud to younger children and "hamming up" the roles. Younger children love the attention from the older children.*

MUSIC ACTIVITIES FOR INFANTS

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
Try singing or humming while changing infants' diapers, rocking them to sleep, or burping them after feeding. *The melodious sound of your voice calms children and strengthens the bond between you.* Respond to the infants' moods with songs that reflect their feelings. For example, when an infant is quiet or uncomfortable, sing lullabies and folk songs. During active moods, play "Itsy Bitsy Spider" on the child's body. *Children will appreciate having their moods respected. They will learn to associate music with comfort.*	Point out familiar sounds to infants: "Do you hear the clock ticking?" or "Let's listen to the bird singing." *Listening and hearing are critical components of musical learning for infants.* Give infants wooden spoons and pot lids to bang or beanbags to shake. Let the children discover what happens when they bang and shake these objects. *Children learn best when they are in charge of their own learning. They'll discover cause and effect on their own if you give them tools for experimentation.* Respond to infants' cooing sounds with songlike conversation. *Language stems from infants' coos and babbles.*	Encourage infants to dance with you to music. If they can stand, hold their hands and sway together. *Children will discover more about music when they respond to it physically.* Give infants a homemade maraca or drum to experiment with. *When children hit a drum or shake a maraca, they not only make music but also stimulate their own physical development.*	Play records or tapes about children and families. Sing songs that tell of babies and parents, such as "Shortnin' Bread." *Songs about families make infants feel secure in their family child care home.* Encourage children of all ages to form an impromptu marching band. Even a crawling infant can hold onto a band of bells or bang a pot-lid to music. *Babies love the company of older children. An activity like this lets them be part of the group music experience.*

MUSIC ACTIVITIES FOR TODDLERS

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
Have toddlers take out and put away musical equipment on their own during free play. *Giving toddlers this responsibility encourages independence.* Encourage toddlers to become proficient with rhythm instruments before introducing them to woodwinds. *Because toddlers frustrate easily, you don't want to overwhelm them with instruments that are complex to play. They'll enjoy music more when they can master what's required.* Teach older toddlers finger plays that focus on families. For example, "These are Grandmother's glasses/This is Grandmother's cap/This is the way she folds her hands/And lays them in her lap." *Finger plays are fun and serve the purpose of keeping families in mind during family child care.*	Provide children with time to practice playing an instrument. *As toddlers gain skills and begin to make music, their creative play is reinforced.* Label feelings and movements for toddlers so they can learn to put words to what they are experiencing: "This music makes me feel happy" or "Swing your arms high and low." *Describing what they are doing strengthens toddlers' language and thinking skills.* Have a variety of instruments and music on hand to tap toddlers' varying interests. *Toddlers have short attention spans and need a variety of appropriate materials to turn to during music time.*	Take music and movement activities outside when the weather permits. Play background music that reflects the mood of the day's weather, and encourage children to dance or run to this music. *Outdoor movement activities are a great way of helping children burn off energy, learn to appreciate music, gain a sense of their bodies, and develop large music skills.* Encourage older toddlers to do fingerplays on their own. "Open Shut Them" or "This Is the Way We Wash Our Clothes" are good choices. *Fingerplay helps toddlers develop eye-hand coordination in a fun context.*	Have children form a mariachi band in which every member of the band can play whatever he or she likes. *By doing their own thing, children can be together without getting into fights over instruments.* During movement activities, have children pretend to be a ballet dancer, a tightrope walker, a rodeo rider, etc. *Children love to imitate adults and adultlike actions.*

MUSIC ACTIVITIES FOR SCHOOL-AGE

EMOTIONAL	COGNITIVE	PHYSICAL	SOCIAL
Allow school-age children to take out and put away records and tapes on their own. *Most children of this age love music. By giving them permission to do music-related activities on their own, you encourage independence.* Suggest calisthenics or aerobic dancing activities to promote a good body image. *Fitness activities are both popular and healthful. Children who participate in these activities gain* both peer approval and self-assurance.	Suggest that school-age children help you make some homemade instruments that the younger children can use – kazoos, drums, and tambourines, for example. *Older children can find satisfaction in seeing a project through from beginning to end. In this case they have the added benefit of seeing their efforts used musically.* Ask the children to invent some ways of making instruments using objects and materials you have at home. *This request demands that children think abstractly and solve problems. Most children love a challenge of this sort.* Encourage the children to make up a musical game they could play with friends, such as a variation on "Name That Tune." *Because children love playing games and following rules, you can enrich their musical play by combining the two.* Suggest to the children that they write their own lyrics to popular songs. *Coming up with lyrics that rhyme with the original ones is a challenge but all the more fun for creative children.*	Encourage school-age children to develop an interest in musical instruments they could play in their school's band or orchestra. *By so doing you accomplish several things: you increase the children's appreciation for music, you assist them in gaining peer acceptance (especially if being in the school band is desirable), and you encourage the development of physical skills as the children practice playing their instruments.* Encourage children who show ability and interest in dancing or gymnastics to pursue these activities. *Most older children like to develop special talents. Movement-related specialties have the added advantages of promoting physical abilities and improving body images.*	Encourage school-age children to practice the latest dance steps. *When you do this, you let older children know that you respect them and their need to be "in tune" with their peers.* Respect the children's taste in music even if it's not your own. (This is why headphones were invented.) *Older children are working on developing an aesthetic sense and need to feel free to experiment.* Ask the children to lead the younger children in musical games such as "Hokey Pokey." *Many older children enjoy the leadership role and will delight in exaggerating their actions for the younger children.*

CHAPTER 5

Special Tips for Curriculum Development

The Basic Ingredients of Planning Supplemental Curriculum

In addition to activities that provide for health and safety of the children and help them understand and value life, there are other activities designed specifically for five definable aspects of every child. These aspects are the *physical, emotional, social, creative,* and *cognitive* selves. Activities for the *physical self* that should be included in the preschool child care lesson plans involve:

- movement and locomotion,
- balance,
- body and space awareness,
- rebound and airborne movements,
- rhythm and temporal awareness,
- throwing and catching,
- daily motor skills, and
- relaxation and tension-release.

A curriculum that promotes the development of *emotional health* in children provides opportunities for them to learn to:

- separate comfortably from their families;
- achieve basic attitudes of trust, autonomy, and initiative;
- remain in contact with their feelings while maintaining emotional control;
- use dramatic play and other self-expressive materials to come to terms with emotional problems;
- face reality; and
- begin to understand other people and feel empathy for them.

Learnings for development of children's *social selves* should encompass the following:

- learning to control antisocial impulses;
- acquiring socially acceptable strategies for getting what they want;
- learning to function successfully as a member of a group;
- finding satisfaction in helping one another;

- finding pleasure in accomplishing meaningful work; and
- understanding their place in the world, and feeling good about their sexual roles and ethnic heritages.

Opportunities for children to develop their *creative selves* should allow for:

- using a wide range of self-expressive activities;
- participating in imaginative dramatic play; and
- engaging in creative thinking and problem solving.

Finally, the children's *cognitive selves* should be enhanced.

- Foster *verbal ability* by encouraging them to:
  - put their ideas into words throughout the day and enjoy communicating with other people, and
  - participate in carefully planned group times.
- Develope *cognitive* skills by allowing them to:
  - discover answers for themselves, and
  - use specific mental abilities such as:
    matching,
    perceiving common relations,
    grouping,
    temporal ordering,
    graduated ordering (seriation), and
    determining simple cause-and-effect relationships.

Four Steps in Developing the Lesson Plan

A lesson plan may be developed by dividing the process into these four steps.

The First Step: **Choose a topic drawn from the children's interests.**

Apparently most inexperienced teachers begin planning a day or week by choosing a topic or theme first and then listing many possible activities related to that topic. This is a sensible way to begin *as long as the topic is drawn from some concern already expressed by the children or from something that happened the previous week.* Such a connection assures the children's interest in the subject. Perhaps a house is being torn down nearby, so knowledge of construction equipment would be appealing; or a mother rat may be due to have babies; or one of the children has a pet garter snake she could bring to school.

Any of these would make good topics, but for the sake of discussion, let us suppose the teacher chooses the mother rat. Knowing that the rat is about to produce a litter and that children are always intrigued by baby animals, the teacher could begin listing many ideas related to pregnancy and baby animals. At this stage, it is best for the teacher not to criticize her ideas or eliminate possibilities because this tends to inhibit the flow of other ideas that might be developed into good activities. These possibilities might include some in the following list.

- observe how the mother rat cares for her babies, then follow a comparison of this and the way other mothers care for their babies
- enjoy a visit of kittens or puppies
- visit a farm to see baby animals such as chicks and calves
- observe eggs hatching in an incubator
- use various books about baby animals and their mothers at group time
- see pictures of elephant mothers and their babies, then use stuffed toy elephants in the dramatic play area
- talk about how animals give birth
- measure the mother rat to see how her abdomen is expanding
- handle special nesting materials and discuss what she and other animals do to prepare for their babies
- study the series of pictures of baby animals and their mothers from the picture file
- keep track of how quickly the baby rats grow by measuring them and taking pictures; then turn these into a temporal ordering activity at the flannel board
- let someone bring a baby animal to school
- go to the zoo to see the recently born lion cubs
- play with the relationship cards and link mother animals with their babies
- show pictures at group time of different ways animals carry their young

The Second Step: **Face the reality of what is possible and what is not.**

In the second step of curriculum design, teachers must consider various realities as they evaluate each of the possibilities they have brainstormed.

Reality One. How appropriate is the idea for the children in the group? Older four-year-olds would greatly enjoy a trip to the children's zoo (providing no attempt is made to visit the entire zoo in one afternoon). The two-year-olds might benefit more from a simpler experience, such as having some baby ducks visit, watching them eat, comparing them with an adult duck, and watching them all paddle about in the wading pool.

Reality Two. How feasible is an idea? For example, does the teacher know where to locate some fertile eggs? If the topic now is baby animals, will the children still be interested after three weeks when the eggs are ready to hatch? Will someone be available to turn the eggs regularly so that the chick embryos develop properly?

Reality Three. Are activities reasonably connected to the topic and somehow related to one another? Is the activity focused enough, or does it cover too wide an area? Are there some wonderful but extraneous ideas that could best be used another week? For example, perhaps the ideas about human babies would work better as an extension, rather than in combination with the topic of animal babies this week.

Reality Four. Does this topic provide curriculum that develops all five aspects of the children's selves? This is unlikely, since topics usually focus on one aspect; however, additional activities should be added so that the topic becomes more comprehensive. For example, the topic of baby animals offers many possibilities for the development of the cognitive self, such as practicing common relationships by linking pictures of mother animals with their babies and discussing whether the visiting kittens are all the same or not (a matching activity) and how they are similar to, and different from, puppies (same/different grouping). The children could be encouraged to develop their creative problem-solving ideas by thinking of ways to protect the baby rats while their cage is cleaned or ways to corral the little goat when she visits. They could also learn some facts about procreation and develop wholesome attitudes about pregnancy and birth events, thereby adding to their understanding of the cycle of life.

Reality Five. Can the topic be presented so that it is not too stimulating or overwhelming for the children? Student teachers, in particular, are sometimes so excited (and worried) about their curriculum that they plan too much in one day or even in one week. This can result in cranky, fatigued, confused children who are in no condition to learn well or retain learnings. Therefore, it is necessary to caution beginning teachers to practice moderation in their planning, while at the same time hoping that, as they become more experienced, they will retain their sense of enthusiasm every time they plan a week's curriculum.

Reality Six. Does the curriculum take the needs of individual children into consideration? For example, the teacher could ask the shy child to bring the puppies to school. Or the unpopular youngster who tends to bully the weaker children can contribute positively to the group by inviting them to visit his family's dove cage to see the newly hatched chicks. Is there some way a particularly intelligent little girl can pursue an interest related to the topic in more depth? Perhaps the teacher could suggest a family trip to see the dinosaur egg at a nearby museum.

Reality Seven. Does the list include anything that can be used to promote a multi-ethnic or nonsexist approach? Teaching about the role of both parents in conception, for example, would

answer the nonsexist aspect. Discussing pictures during group time of African children playing with their baby goat, for instance, would satisfy the multi-ethnic requirement.

The Third Step: **Block in activities throughout the week.**

In this step of curriculum design, teachers must block in the thematic activities over a week's time. The simplest way to do this is to prepare a chart to insure that something particular has been planned for each of the children's selves each day. Such a chart does not need to be elaborate. It is merely a shorthand way of making certain that the program is comprehensive and balanced.

Generally, experienced teachers more clearly see the primary purpose for each activity plan, while beginning teachers often do not have a clear perception. The chart should pinpoint the purpose for offering this activity by providing a simple objective or an explanation or reason for its inclusion in the lesson plan. If the teacher cannot supply a worthwhile reason for including an activity, he should consider selecting another activity for the children that will be more beneficial. Such an analysis has the additional benefit of making it easier for teachers to justify particular activities to parents who often want to know what their children are learning and why.

The Fourth (and Final) Step: **Fit specific activities into the daily schedule.**

In the fourth step of good lesson planning, teachers must fit specific activities into the daily schedule. Such schedules help children and teachers know what comes next and contribute to the feeling of security such knowledge produces. However, they may become a burden if they are allowed to dominate the day in a rigid, minute-by-minute fashion that ignores children's needs and prevents teachers from exercising good judgment. A well-designed schedule not only allows for orderly planning, but it provides for flexibility so that time periods can be extended or shortened depending on whether the children are deeply occupied or particularly restless.

Try some of the following sample lesson plans found in the appendices, adding, subtracting, and changing as necessary. Devise the daily schedule to fit the children's needs.

APPENDICES

Daily Lesson Plans for Multiple Purpose
Child Care Systems
with Minimum Teacher Planning Time

Month _____
Week _____
Day # _____
Weekday _____

THEME:

GOAL:

APPROXIMATE TIME	ACTIVITY	ACTIVITY NO.	OBJECTIVES

Where?

Indoor

Outdoor

No. of Children:

Time:

Target Ages:

Materials:

Activities for:

Physical Development

- O Large Muscles
- O Small Muscles
- O Your Own Activities

Creative Development

- O Art
- O Blocks
- O Dramatic Play
- O Music
- O Your Own Activities

Cognitive Development

- O Science and Nature
- O Numbers
- O Story Time
- O Shape, Size & Color
- O Five Senses
- O Your Own Activities

Language Development

- O Conversation
- O Learning New Words/ Concepts
- O Story Development
- O Your Own Development

Self-Concept / Social Development

- O Build Self-Confidence
- O Increase Social Awareness
- O Handle Peer Relationships
- O Share With Others
- O Learn Group Play
- O Practice Social Transitions